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Report
Minister of Education
Province of Ontario
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1908

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REPORT

OF THE

Minister of Education

Province of Ontario

FOR THE YEAR

1908

Ministry of Education, Ontario
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REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1908.

To the Honourable JOHN M. GIBSON, K.C.,
Lieutenant-Governor of the Province of Ontario.

MAY IT PLEASE YOUR HONOUR,—

I beg to present to Your Honour the Report of the Department of Education for the year 1908. The year that has just closed has afforded gratifying evidences of advancement in both elementary and secondary education. The results of the policy begun in 1906, that of encouraging the development of rural schools, of increasing the salaries of teachers, and of improving the professional training given, are now beginning to show themselves. I have once more to acknowledge the spirit of enterprise exhibited by many boards of trustees, both rural and urban, in cordially seconding the efforts of the Department to remedy the defects of the system. An increased interest in the educational welfare of the Province has manifested itself in many quarters; and, while it would be too sanguine to predict that we are within sight of perfection,—that we are even abreast of some of the United States in the application of modern methods to education and in generous expenditures—yet there are significant proofs that the era of inertia and indifference has disappeared. Much, however, remains to be done. It is impossible to ignore the fact that in our elementary schools especially, the training of pupils still leaves much to be desired and that the qualifications of the teachers are not high enough to meet all the requirements of modern life. While the policy of the Department continues to concern itself with the promotion of efficiency in every branch of education, I cannot too strongly urge upon the people of the Province the necessity of co-operating with the inspectors and trustees at every point. That such an enlightened course entails sacrifices in time and money cannot be denied. But the people of Ontario are second to none in intelligence and public spirit and no advance now made can be sustained unless there is vigorous effort on the part of all.

TECHNICAL EDUCATION.

Owing to the increasing interest taken in Technical Education the world over, and especially in our own Province, where some writers plainly state that we are twenty-five years behind the time, my investigations in other countries during the past year show that technical schools and colleges have

been recently established containing magnificent equipment; notably in the west of Scotland; a technical college in Glasgow, and in Belfast, Ireland, a technical school, also one in Manchester, England. These schools resemble the Faculty of Applied Science in the State University of Toronto, dealing as they do with the higher branches of scientific education.

In all of these institutions, however, departments exist where a trade can be studied in a practical way; and a thorough knowledge may be obtained of the desired industry from the raw material up to the finished product. In Belfast, the linen industry, and in Manchester, the cotton industry are thus treated. The educational authorities, in the cities mentioned, when questioned concerning technical education for the masses, invariably answered that they were waiting and watching for a solution of the problem. It is well known that the old system of apprentices working side by side with journeymen who are skilled in all branches of the work of their respective crafts, is not now available. The method employed in a modern shop has reduced the number of all-round men and it is the modern method that makes it such a difficult matter for beginners to become efficient journeymen. To become proficient in some important industry the beginner would require to transfer from journeyman to journeyman and from department to department and from machine to machine. The moment an apprentice becomes proficient in any class of work or in the operation of some machine he should be transferred to some more advanced department of the shop or factory in order to permit him to acquire an intelligent working knowledge of the trade or industry in which he is engaged. The high pressure under which most modern shops are managed and the anxiety of the managers and foremen to have a large output and big profits, lead to the keeping of boys continually on one class of work, rather than passing them on through the several departments. The foreman is naturally more interested in the production of the finished product than in the training of boys under his control, who are to become skilled workers at some indefinite future time. The constant temptation of the employer in the face of severe competition, and the demand for greater profits, prompt him to subdivide the work in his establishment and pass only certain portions of it on to the apprentices. Therefore, the apprentices receive no adequate training. To any establishment which looks several years ahead the question must assume a totally different aspect. Some large industries, such as the Baldwin Locomotive Works, the Westinghouse Company, the General Electric Company of Schenectady, employ a foreman of apprentices and compel apprentices to attend night schools. The educational and industrial need of to-day is for schools which will assist and train the young workers who leave school for various reasons at an early age. If a young student is obliged to leave school to enter an office, store or workshop, as soon as our compulsory educational law permits, the benefits of free education are practically placed beyond his reach. Here is a great industrial army of boys and girls who are unable to obtain anything beyond a rudimentary education. These young people realize that they need the assistance of special education in their daily work, but a school is not within their reach. It is in session at precisely the time of day when our young workers are earning their daily bread. Before the office, store or workshop closes, the school doors swing shut; except where the public night schools are established in a permanent and systematic manner. For this class of apprentices the combination night school would be most available. The question of educational institutions for the training of workers in the various trades and industries is looked upon as of national importance. Our commercial and industrial advancement depends upon the

existence of a skilled body of wage-earners for which there is an ever increasing demand. The success of any country rests upon the intelligence, integrity and economic independence of the great mass of its citizens. The administrator who omits to consider the value of industrial progress and educational advancement makes a mistake and cannot be accepted as a guide. In other words the man who places any fixity on educational values is outside the pale of modern thought, and the school of the future will be the product of social and industrial progress.

Statistics of Education.

While statistics are not conclusive proof of progress, they are one method of determining educational conditions, and it is satisfactory to note that the statistics for 1907, appended to this Report, present a number of encouraging signs. Not least is the steady increase in salaries. The following table shows the increases in the Public School teachers' salaries since 1903, the first year that the urban and rural salaries were completely separated in the statistics of the Department:

Year.	Rural.		Urban.		Province.	
	Male.	Female.	Male.	Female.	Male.	Female.
1903	$372	$283	$743	$395	$465	$324
1904	385	294	756	406	485	335
1905	402	311	800	413	514	348
1906	425	325	829	445	547	369
1907	458	379	907	453	596	420

From the above it appears that in the five year period the increase in the average salary paid to male teachers has been $131, to female teachers, $96. The advances recorded in 1907 exhibit the direct influence of the larger grants paid by the Legislature to the schools. In that year the increase was to male teachers, $49; to female teachers, $51. If this rate of increase continues we may look forward to a time when Ontario will retain all her best teachers instead of seeing so many of them drawn to other Provinces or drifting into other occupations. The proportion of women in the teaching profession increases, being 81.98 per cent. in 1907, as compared with 80.92 per cent. in 1906. It should be borne in mind that the increased salary scale tends to make teaching a permanent profession, retains in it men and women to whom it is a life's work, and gradually does away with the necessity of employing persons without the requisite training who are granted temporary certificates in order to keep the schools open.

The total expenditure in the primary schools was $7,556,179, an increase of $1,152,973, or 18 per cent. over the preceding year. The expenditure increased from $14.26 to $16.85 per pupil, enrolled attendance, and from $23.96 to $28.35 per pupil, average attendance.

The amount expended in teachers' salaries in the primary schools was $4,389.524, being an increase of $508,976 over the preceding year.

The aggregate attendance, viz., 448,218, in the same schools is practically unchanged, there being an increase in the R. C. Separate Schools

of 742 and a decrease in the Public Schools of 1,516. About the same steady shifting of population from the rural to the urban municipalities that has been going on for many years is noticed in the schools, the percentage of urban enrolment being 45.95, while that of the preceding year was 44.78.

The teachers are remaining longer in the profession, the average experience having at the end of 1907 increased to 7.61 from 7.35 years.

High Schools.

The expenditure in the High Schools and Collegiate Institutes was $1,213,697, being an increase of $184,403 over the preceding year. The expenditure per pupil of enrolled attendance was $40.01, being an increase of $4.99, and that of average attendance $65.65, an increase of $8.72.

There was an increase of 939 in the attendance, the total being 30,331, made up of the following classes in the proportion as designated below:

Agricultural	28.90 per cent.
Commercial	26.29 per cent.
Mechanical	20.39 per cent.
Professional	9.37 per cent.
Labouring occupations	8.67 per cent.
Other callings	6.37 per cent.

Schools for the Blind and the Deaf.

The reports of the Institution for the Blind and the Institution for the Deaf and Dumb show that these highly valuable schools are doing good work The transference of the institutions from the Provincial Secretary's Department to the Department of Education was with a view to developing the educational training which is the main purpose of the existence of such schools in all enlightened communities. It is pointed out by the Superintendent of the Institution for the Blind that the employment of teachers with Normal School training was favoured at the Convention of Instructors for the Blind held in Indianapolis. This policy is carried out in Ontario in all new appointments, although it is evident that in teaching blind persons special experience and special aptitudes for the work are equally indispensable. The duty and interest of the State being to see that blind persons, adults as well as children, are fitted for the work of life, it is evident that the development of the Provincial Institution must proceed on modern lines and that some extension of industrial training should be provided. The cost entailed by such a course requires careful consideration, and the attention of the Legislature may well be given to the subject in the light of what is being done elsewhere on this continent. My deputy officially inspected the institution during the term beginning in September, 1908, and reported upon its general condition.

I paid a visit to the Institution for the Deaf and Dumb in November, accompanied by my deputy and was glad to find the work of the school in a satisfactory condition. The attendance has increased and in the near future the question of additional accommodation will have to be considered. Instruction in the oral method is making good progress, and the training of the pupils after this mode affords an illustration of the natural ability to learn possessed by children without hearing. The Superintendent calls attention to the question of compulsory attendance, a policy carried out in the public schools between the ages of 8 and 14, and capable of application,

with some modifications, to children either wholly or partly deaf. It is manifest that the public welfare demands that parents of deaf children shall see that they are properly educated and this may be most systematically and effectively done in an institution like this. As the general health of the child is of more than usual significance in cases of deafness, the appointment of a qualified medical man as head of the institution has been followed by good results.

Continuation Schools.

The report of the Continuation Schools, by Inspector Cowley, is highly interesting. Owing to the energy displayed by the teachers in charge of these schools the statistics are for 1908. By the legislation of 1908 the former Continuation Classes were divided into Continuation Schools and Fifth Classes. The Continuation School is now a school in which the course of instruction includes Fifth Class work and instruction in advance of Fifth Class work. They have increased from 91 in 1906 to 120 in 1908. The attendance in the latter year was 5,317 pupils. In number of teachers, in the salaries paid, and in the value of the equipment, satisfactory progress is recorded. The exceptional position of these schools may well arrest the attention. They afford to the rural population an extension of public school education which could not otherwise be secured except by attendance at a High School. They labour under certain disadvantages in respect of financial support. The pupils in attendance come, on an average, from seven different school sections, and as the number of pupils is rapidly increasing, the ability of the section in which a Continuation School is situated to provide the accommodation required is limited. The revenue derived from the Legislative and other grants is inadequate, assuming that the increase in pupils continues. The absence of a special trustee board, a definite taxable district, and provision for the maintenance of county pupils, are the present problems of the Continuation School. Legislation with a view to remedying some of these conditions is now being considered.

Text-books.

The task of revising the list of text-books for High and Public Schools has been continued during the year. Two points have been constantly kept in view, first, the educational value of the text-book in any subject, and, second, the necessity of fixing the price at a sum which shall relieve the parents of school children from any unnecessary burden. To attain both objects is necessarily a work of time, as the authorized list requires considerable modification and should now be so arranged as to need no radical changes for a long period. The committee entrusted with the duty of preparing a new set of Public School Readers has completed its labours, and the books, it is hoped, will be ready for the opening of the schools next term. The policy of one text-book in each subject will be steadily adhered to, although, in allowing trustee boards time to adopt new books, it is proposed that certain books now authorized may be retained for another year in schools where the trustees by resolution request that the old book may continue in use. A new series of writing books, at greatly reduced prices, has been provided during the year, the price being determined by open competition among publishers after public tenders had been called for. In the preparation of new text-books, valuable advice has been rendered by teachers and other educationists throughout Ontario who have placed the results of their experience and knowledge at the disposal of the Department.

Normal and Model Schools.

The opening of new Normal Schools at Hamilton, Stratford, and Peterborough afforded an interesting proof that the substitution in large measure of Normal for Model School training has met with favour. A larger number applied for admission to the Schools than could be admitted and there are now being trained in the six Normal Schools of the Province 1,149 teachers, including both those with and those without previous professional experience. It is not supposed that so large a number will continue to apply for admission, nor is it advisable that the classes should be too large. The new syllabus of studies, comprising both professional and academic instruction, works well. The school at North Bay which will, it is hoped, provide an adequate supply of well-trained teachers for the districts, opens in September next.

The necessity of retaining some Model Schools to provide teachers for the poorer sections unable to pay for the services of first or second class teachers came up for consideration. The abolition of Model Schools was a policy recommended by educationists who had devoted special attention to the subject. Inspector J. J. Tilley in his report last year pointed out, as one of the original committee which framed the regulations for those schools, that they were deemed a temporary expedient adopted at a time when only 17 per cent. of the teachers then engaged in the schools of the Province had any professional training whatever. It was expected that Model trained teachers would go forward to the Normal Schools and secure their second class certificates. Owing to the salaries being small and to the fact that Model trained teachers only intended to devote a few years to teaching, it was found that our schools were passing into the hands of very young and meagrely trained teachers. There remain, however, some areas of the Province where teachers with third class certificates are still required. To furnish a supply of these teachers for the less wealthy sections, it was decided to open Model Schools at Cornwall, Durham, Kingston, Lindsay, and Renfrew, while in the districts Model Schools were conducted at Bracebridge, Port Arthur, and Sault Ste. Marie. The proposed Model Schools at Kenora, Parry Sound and Minden were closed owing to lack of attendance. It was found impossible to put in force for 1908 the whole of the reforms contemplated for Model Schools. The lengthening of the term, the employment of specially qualified instructors, and the modification of the curriculum were matters left over for future consideration. The number of those who passed the Model School examinations in December, 1908, was 241. They received limited third class certificates good for five years.

Approved Schools.

A word should be added in respect to the approved school system which is now being put in operation. The object of this system, as has already been announced, is to relieve the examination strain upon the pupils in our schools. For years it was recognized that the preparation of candidates for the Departmental Examinations had become the dominating influence in the schools, with the consequence that the results of examinations bulked too largely. The true object of education and the best part of the teacher's work, the training of character, was relegated to a secondary place. As a partial relief from this condition, it was decided in 1904 to remove such subjects as bookkeeping, art, chemistry, science, reading, spelling, and writing from the examination for teachers. To these were added last year English grammar, arithmetic, mensuration and geography. All schools under Depart-

mental inspection, if found to be properly officered and equipped, and if the Principals certify that the pupils have properly covered the course prescribed in these subjects, are known as "approved schools" and the pupils therefrom are admitted to the training schools without examination in the above mentioned subjects. As the syllabus of the Normal Schools now provides a thorough academic as well as professional course, teachers cannot pass the final examination and receive their certificate without a competent knowledge of these subjects. I look forward with hope to the successful working of this system now on its trial in this Province. It has proved a beneficial influence in other communities, such as in some of the United States, and should be so regarded here. As time goes on, the effect on Public and High School education cannot fail to be observed, for the strain of examinations will be relieved and the teacher will assume his proper place in the training of youthful character.

Respectfully submitted,

R. A. Pyne,

Minister of Education

Toronto, 3rd February, 1909.

SUMMARY OF STATISTICS.

I. Elementary Schools.

a. Public Schools

Number of Public Schools in 1907		5,819
Increase for the year	22	
Number of enrolled pupils of all ages in the Public Schools during the year		396,716
Decrease for the year	1,516	
Average daily attendance of pupils		233,003
Decrease for the year	1,073	
Percentage of average attendance to total attendance.		58.73
Decrease for the year	.05	
Number of persons employed as teachers (exclusive of Kindergarten and Night School teachers) in the Public Schools: men, 1,688; women, 7,171; total.		8,859
Decrease: men, 60; increase: women, 166; total increase	106	
Number of teachers who attended Normal School		4,420
Decrease for the year	5	
Number of teachers with a University degree		81
Decrease for the year	13	
Average annual salary for male teachers		$596
Increase for the year	$49	
Average annual salary of female teachers		$420
Increase for the year	$51	
Average experience of male teachers		10.49 years
Average experience of female teachers		6.93 years
Amount expended for Public School houses (sites and buildings)		$1,033,912
Amount expended for teachers' salaries		$4,108,040
Amount expended for all other purposes		$1,700,051
Total amount expended on Public Schools		$6,842,003
Increase for the year	$1,075,678	
Cost per pupil (enrolled attendance)		$17.24
Increase for the year	$2.76	

b. Roman Catholic Separate Schools.

Number of Roman Catholic Separate Schools in 1907.		449
Increase for the year	6	
Number of enrolled pupils of all ages		51,502
Increase for the year	742	
Average daily attendance of pupils		33,500
Increase for the year	324	
Percentage of average attendance to total attendance.		65.04
Decrease for the year	.31	
Number of teachers		1,034
Increase for the year	25	
Amount expended for School houses (sites and buildings)		$186,908
Amount expended for teachers' salaries		$281,484
Amount expended for all other purposes		$245,784

Total amount expended on R. C. Separate Schools...		$714,176
Increase for the year	$77,295	
Cost per pupil (enrolled attendance)		13.86
Increase for the year	$1.32	

c. Protestant Separate Schools.

Number of Protestant Separate Schools (included with Public Schools, *a*) in 1907		5
Number of enrolled pupils		326
Increase for the year	16	
Average daily attendance of pupils		199
Increase for the year	18	

d. Kindergartens.

Number of Kindergartens in 1907		145
Increase for the year	6	
Number of pupils enrolled		15,242
Increase for the year	1,082	
Average daily attendance of pupils		5,498
Increase for the year	159	
Number of teachers engaged		277
Increase for the year	4	

e. Night Schools.

Number of Night Schools in 1907-8		20
Increase for the year	9	
Number of pupils enrolled		1,552
Increase for the year	654	
Average daily attendance of pupils		470
Increase for the year	98	
Number of teachers engaged		30
Increase for the year	12	

II. Secondary Schools.*

a. High Schools.

Number of High Schools (including 42 Collegiate Institutes) in 1907		143
Increase for the year	1	
†Number of Teachers in High Schools		750
Increase for the year	31	
Number of pupils enrolled in High Schools		30,331
Increase for the year	939	
Average daily attendance of pupils		18,485
Increase for the year	407	
†Average annual salary, Principals		$1,377
Increase for the year	$74	
†Average annual salary, Assistants		$1,040
Increase for the year	$65	

*The Curriculum for Secondary Schools includes all the subjects required for matriculation into the University.

†These statistics are based on Returns to the Department, dated January, 1908.

*Average annual salary		$1,105
Increase for the year	$66	
*Highest salary paid		$3,500
Amount expended for High School teachers' salaries.		$ 783,782
Amount expended for High School houses (sites and buildings)		$193,975
Amount expended for all other High School purposes.		$235,940
Total amount expended on High Schools		$1,213,697
Increase for the year	$184,403	
Cost per pupil (enrolled attendance)		$40.01
Increase for the year	$4.99	
Cost per pupil (average attendance)		$65.65
Increase for the year	$8.72	

b. Continuation Classes, Grade A.
(Now Continuation Schools.)

Number of Continuation Classes, 1907 (included in Public and Separate Schools, I, *a* and *b*), doing High School work		107
Increase for the year	16	
Number of pupils in attendance		4,744
Increase for the year	751	

III. General.

Elementary and Secondary Schools.

Total population of the Province, 1907		†2,249,258
Pupils enrolled in Elementary and Secondary Schools.		495,343
Increase for the year	1,901	
Average daily attendance		290,956
Decrease for the year	85	
Percentage of total population enrolled		22.02

Average cost per pupil (enrolled attendance) in all schools:

	1902.	1904.	1905.	1906.	1907.
Sites and buildings	$0 97	$1 30	$2 18	$1 96	$2 86
Teachers' salaries	7 63	8 44	8 88	9 32	10 44
All other expenses	2 80	3 32	3 62	3 78	4 40
For all purposes	$11 40	$13 06	$14 68	$15 06	$17 70

Average cost per pupil (average attendance) in all schools:

	1902.	1904.	1905.	1906.	1907.
Sites and buildings	$1 70	$2 26	$3 70	$3 32	$4 86
Teachers' salaries	13 34	14 69	15 11	15 80	17 78
All other expenses	4 89	5 79	6 16	6 42	7 50
For all purposes	$19 93	$22 74	$24 97	$25 54	$30 14

*These statistics are based on Returns to the Department, dated January, 1908.
†Estimated.

COMPARATIVE SCHOOL STATISTICS, 1867-1907.

I. PUBLIC SCHOOLS (INCLUDING SEPARATE SCHOOLS)

These tables, 1, 2, 3, 4, and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. In the Statistical Tables, A, B, C, D, E (Appendix A), the R. C. Separate Schools are excluded.

1.—School Population—Attendance.

The School population of the Province, as ascertained by the assessors, is given in the third column of the following table:

Year.	School age.	School population.	Pupils enrolled under 5.	Pupils enrolled 5 to 21.	Pupils enrolled over 21.	Total number of enrolled pupils.	Average daily attendance.	Percentage of average attendance to total number attending school.
1867	5—16	447,726	.....	a380,511	b21,132	401,643	163,974	40.82
1872	5—16	495,756	.....	a433,664	b20,998	454,662	188,701	41.50
1877	5—16	494,804	1,430	488,553	877	490,860	217,184	44.25
1882	5—16	483,817	1,352	469,751	409	471,512	214,176	45.42
1887	5—21	611,212	1,569	491,242	401	493,212	246,152	49.71
1892	5—21	595,238	1,636	483,643	391	485,670	253,830	52.26
1897	5—21	590,055	1,385	480,120	272	482,777	273,544	56.66
1902	5—21	584,512	1,001	452,977	110	454,088	261,480	57.58
1905	5—21	578,032	814	445,601	79	446,494	264,107	59.15
1906	5—21	595,257	718	448,210	64	448,992	267,252	59.52
1907	5—21	590,285	691	395,950	75	448,218	266,503	59.45

a 5—16. *b* Other ages than 5 to 16. Note.—Kindergarten and Night School pupils are not included in above tables.

A slight decrease, viz., 774, in the enrolled attendance for 1907 is shown in the above table.

The percentage of average daily attendance to enrolled attendance remains practically the same, namely, nearly sixty.

The following table compares the attendance and gives the percentages from rural and from urban municipalities for several years:

Year.	Attendance in Rural Schools.	Attendance in Urban Schools.
1903	260,617 or 57.88% of total	189,661 or 42.12% of total
1904	253,133 or 56.93% of total	191,488 or 43.07% of total
1905	250,658 or 56.14% of total	195,836 or 43.86% of total
1906	247,929 or 55.22% of total	201,063 or 44.78% of total
1907	242,247 or 54.05% of total	205,971 or 45.95% of total

2.—Classification of Pupils.

Year.	1st Reader—Parts I and II.	2nd Reader.	3rd Reader.	4th Reader.	5th or High School Reader.	Writing.	Arithmetic.	Drawing (Art)
1867	79,365	98,184	83,211	68,896	71,987	231,734	241,501	5,450
1872	160,828	100,245	96,481	67,440	29,668	322,688	327,218	57,582
1877	153,630	108,678	135,824	72,871	19,857	396,006	402,248	153,036
1882	165,834	106,229	117,352	71,740	10,357	398,401	419,557	176,432
1887	192,361	100,533	108,096	81,984	10,238	466,389	469,445	395,097
1892	187,947	96,074	99,345	88,934	13,370	465,516	470,813	435,239
1897	181,375	91,330	99,682	89,314	21,076	465,525	471,869	448,444
1902	176,503	85,732	90,630	83,738	17,485	445,316	449,573	434,030
1905	170,253	84,289	90,170	85,469	16,313	446,494	446,494	392,539
1906	172,464	84,231	90,013	86,469	15,815	448,992	448,992	386,023
1907	172,746	84,622	89,371	85,752	15,727	448,218	448,218	394,735

Year.	Geography.	Music.	Physiology and Hygiene.	English History.	Canadian History.	Composition.	Grammar.
1867	272,173	47,618	.....	*61,787	.....	147,412	147,412
1872	327,139	110,083	.....	47,019	37,339	105,512	176,644
1877	375,951	168,942	.....	59,694	43,401	226,977	226,977
1882	280,517	158,694	33,926	*150,989	.....	209,184	209,184
1887	316,791	203,567	71,525	94,830	114,141	270,856	270,856
1892	334,947	220,941	171,594	106,505	147,451	294,331	294,331
1897	342,189	233,915	215,343	114,398	169,627	316,787	316,787
1902	318,755	268,356	194,459	106,282	163,672	296,172	296,172
1905	326,657	272,725	228,760	128,350	183,456	334,070	237,023
1906	330,547	281,900	236,185	139,172	191,023	355,413	232,121
1907	336,073	274,493	249,324	139,212	195,266	357,969	222,745

* History.

The following table classifies the pupils in the various readers, as to rural and urban schools, for the years 1904 to 1907 inclusive:

	Year.	First Reader Part I.	First Reader Part II.	Second Reader	Third Reader	Fourth Reader	Fifth or High School Reader	Totals
Rural Schools	1904	60,784	36,941	47,930	50,297	47,289	9,892	253,133
Rural Schools	1905	61,102	35,155	46,995	50,076	47,709	9,621	250,658
Rural Schools	1906	60,307	34,160	46,846	49,487	48,138	8,991	247,929
Rural Schools	1907	60,470	31,538	46,219	48,247	46,815	8,958	242,247
Urban Schools (cities, towns and incorporated villages)	1904	44,456	27,800	37,299	39,814	35,815	6,304	191,488
	1905	46,850	27,146	37,294	40,094	37,760	6,692	195,836
	1906	49,537	28,460	37,385	40,526	38,331	6,824	201,063
	1907	52,082	28,656	38,403	41,124	38,937	6,769	205,971

3.—Teachers' Certificates.

Year.	Public School teachers.	Male.	Female.	1st class.	2nd class.	3rd class.	Other certificates, including old County Board, etc.	Number of teachers who attended Normal School.
1867	4,890	2,849	2,041	1,899	2,454	386	151	666
1872	5,476	2,626	2,850	1,337	1,477	2,084	578	828
1877	6,468	3,020	3,448	250	1,304	3,926	988	1,084
1882	6,857	3,062	3,795	246	2,169	3,471	971	1,873
1887	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892	8,480	2,770	5,710	261	3,047	4,299	873	3,038
1897	9,128	2,784	6,344	343	3,386	4,465	924	3,643
1902	9,367	2,294	7,073	608	4,296	3,432	1,031	4,774
1905	9,649	1,950	7,699	661	4,018	3,248	1,722	4,620
1906	9,762	1,863	7,899	689	4,007	3,254	1,812	4,611
1907	9,893	1,783	8,110	715	3,887	3,452	1,839	4,587

NOTE.—Kindergarten and Night School Teachers are not included in above table.

The number of men in the teaching profession is still decreasing. The percentage of men in 1906 was 19.08, while in 1907 it had declined to 18.02.

The number of teachers and the class of the certificates, in the Public Schools alone, in each County and District of the Province will be found on pages 22 and 23 of this Report.

The following table classifies the teachers and certificates as to rural and urban schools for four years :—

	Public School Teachers.			Certificates.			
	Total.	Male.	Female.	1st Class.	2nd Class.	3rd Class.	Other Class.
Rural Schools, 1904	5,974	1,469	4,505	152	1,944	3,107	771
Rural Schools, 1905	6,007	1,354	4,653	146	1,752	2,969	1,140
Rural Schools, 1906	6,013	1,251	4,762	183	1,677	2,915	1,238
Rural Schools, 1907	6,038	1,201	4,837	180	1,542	3,079	1,237
Urban (cities, towns and incorporated villages) 1904	3,580	606	2,974	483	2,248	289	560
Urban, 1905	3,642	596	3,046	515	2,266	279	582
Urban, 1906	3,749	612	3,137	506	2,330	339	574
Urban, 1907	3,855	582	3,273	535	2,345	373	602

4.—Teachers' Salaries and Experience.

Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province.	Average salary, male teacher, rural schools	*Average salary, female teacher, rural schools.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.	Average salary, male teacher, incorporated villages.	Average salary, female teacher, incorporated villages.
	$	$	$	$	$	$	$	$	$	$	$
1867	1,350	346	226	261	189	532	243	464	240	.....	.....
1872	1,000	360	228	305	213	628	245	507	216	.....	.....
1877	1,100	398	264	379	251	735	307	583	269	.....	.....
1882	1,100	415	269	385	248	742	331	576	273	.....	.....
1887	1,450	425	292	398	271	832	382	619	289	.....	.....
1892	1,500	421	297	383	269	894	402	648	298	.....	.....
1897	1,500	391	294	347	254	892	425	621	306	.....	.....
1902	1,600	436	313	372	271	935	479	667	317	.....	.....
1905	1,600	514	348	402	311	1,003	503	746	344	592	316
1906	1,700	547	369	425	325	1,039	533	761	382	619	342
1907	1,900	596	420	458	379	1,157	592	800	406	659	372

*Incorporated villages included from 1867 to 1902, inclusive.

In Table C, pages 22 and 23, the salaries for 1907 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns, and villages.

Teachers' Experience.

The length of service or experience of the teachers engaged in the Public Schools has slightly increased as shown in Table C, pages 24 to 27, where the numbers who have taught from less than one year up to forty years and over are given for each year of that period.

5.—Receipts and Expenditures.

Year	Receipts.				Expenditures.					
	Legislative grants.	Municipal School grants and assessments.	Clergy reserve funds, balances and other sources.	Total receipts.	Teachers' salaries.	Sites and building school houses.	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses.	Total expenditure.	Cost per pupil.
	$	$	$	$	$	$	$	$	$	$ c.
1867	187,153	1,151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	3 67
1872	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 42
1887	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 59
1892	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,689	60,585	877,335	4,015,670	8 73
1902	383,666	3,959,912	1,422,924	5,766,502	3,198,132	432,753	86,723	1,107,552	4,825,160	10 62
1905	414,004	4,928,790	1,886,400	7,229,194	3,669,230	959,127	98,209	1,434,670	6,161,236	13 80
1906	509,795	5,529,496	1,883,394	7,922,685	3,880,548	854,452	108,547	1,559,659	6,403,206	14 26
1907	655,239	6,146,825	2,455,864	9,257,928	4,389,524	1,220,820	213,096	1,732,739	7,556,179	16 85

Large increases in the Government and Municipal grants for 1907 over 1906 and consequently a largely increased expenditure, are shown in the above table. The expenditure per pupil of enrolled attendance increased from $14.26 to $16.85, and from $23.96 to $28.35 per pupil of average attendance.

The following table shows the increases since 1902:—

Average cost per pupil (enrolled attendance).

	1902.	1904.	1905.	1906.	1907
Sites and buildings	$0.95	$1.30	$2.15	$1.90	$2.72
Teachers' salaries	7.04	7.81	8.22	8.64	9.79
All other expenses	2.63	3.16	3.43	3.72	4.34
For all purposes	$10.62	$12.27	$13.80	$14.26	$16.85

Average cost per pupil (average attendance).

	1902.	1904.	1905.	1906.	1907.
Sites and buildings	$ 1.65	$ 2.25	$ 3.63	$ 3.20	$ 4.58
Teachers' salaries	12.23	13.51	13.89	14.52	16.47
All other expenses	4.57	5.47	5.80	6.24	7.30
For all purposes	$18.45	$21.23	$23.32	$23.96	$28.35

The cost per pupil (enrolled attendance) for 1907 in the Public Schools alone will be found on pages 36 and 37 of this Report, and for the R. C. Separate Schools on pages 40 and 41. The expenditure will there be shown as to rural schools, cities, towns, and villages, separately.

II. ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Teachers—Pupils.			Number of pupils in the various branches of instruction.								
	Schools open.	Teachers.	Pupils.	Writing.	Arithmetic.	Geography.	Composition.	Grammar.	Drawing (Art).	Physiology and Hygiene.	English History.	Canadian History.
1867	161	210	18,924	10,749	10,559	8,666	.....	5,688	.....	.....	*2,571	.....
1872	171	254	21,406	13,699	12,189	8,011	7,908	7,908	.....	.....	*3,548	.....
1877	185	334	24,952	17,932	17,961	13,154	11,174	11,174	.....	.....	*9,812	.....
1882	190	390	26,148	21,052	21,524	13,900	11,695	11,695	7,548	2,033	*10,124	.....
1887	229	491	30,373	27,824	28,501	19,608	18,678	18,678	21,818	8,578	5,076	7,931
1892	312	662	37,466	35,565	25,936	26,299	22,755	22,755	32,682	11,056	6,713	11,483
1897	340	752	41,620	39,724	40,165	27,471	26,071	26,071	36,462	18,127	6,828	13,134
1902	391	870	45,964	45,964	45,964	29,788	27,409	27,409	41,952	14,687	7,544	15,035
1905	428	970	49,324	49,324	49,324	34,205	32,201	25,526	39,501	23,909	10,732	18,593
1906	443	1,009	50,760	50,760	50,760	33,203	34,607	25,667	35,355	20,983	12,141	20,258
1907	449	1,034	51,502	51,502	51,502	34,874	35,550	23,185	36,844	23,552	11,328	19,971

*History.

II. ROMAN CATHOLIC SEPARATE SCHOOLS.—*Continued.*

Year.	Receipts.				Expenditure.					
	Legislative grants.	Municipal school grants and assessments.	Balances, subscribed and other sources.	Total receipts.	Teachers' salaries.	Sites and building school houses.	Libraries, maps, apparatus, prizes, etc.	All other purposes.	Total expenditure.	Cost per pupil.
	$	$	$	$	$	$	$	$	$	$
1867...	9,993	26,781	11,854	48,628	34,830	.....	.....	†7,889	42,719	2 26
1872...	12,327	41,134	15,349	68,810	45,824	.....	.....	†15,993	61,817	2.88
1877...	13,607	72,177	34,482	120,266	70,201	24,510	2,811	17,284	114,806	4.60
1882...	14,382	97,252	55,105	166,739	84,095	36,860	1,303	32,082	154,340	5.13
1887...	16,808	147,639	65,401	229,848	112,293	48,937	3,624	46,369	211,223	6.95
1892...	21,043	206,698	98,293	326,034	149,707	65,874	2,922	71,335	289,838	7.74
1897...	26,675	224,617	84,032	335,324	168,800	41,233	5,786	86,350	302,169	7.26
1902...	30,472	293,348	161,683	485.503	210,199	100,911	6,158	118,173	435,441	9.47
1905...	33,541	379,117	281,333	693,991	246,906	243,366	13,857	133,005	637,134	12.92
1906...	39,478	412,532	247,351	699,361	269,176	173,202	10,190	184,313	636,881	12.54
1907...	40,524	442,316	308,540	791,380	281,484	186,908	15,991	229,793	714,176	13.86

†Including all expenditure except Teachers' salaries.

An increase of 6 in the number of R. C. Separate Schools, and a large increase in the expenditure in 1907 are noticed in above tables. The expenditure per pupil of enrolled attendance increased from $12.54 to $13.86. Detailed statistics in reference to these schools will be found on pages 38 to 45 of this Report.

III. PROTESTANT SEPARATE SCHOOLS.

The following is a complete list of the Protestant Separate Schools of the Province:—No. 9, Cambridge; No. 6, Plantagenet North; No. 1, North Tilbury, L'Orignal, and Penetanguishene.

They were attended by 326 pupils in 1907. The whole amount expended for their maintenance was $4,745.79. Two teachers held a Second Class, five a Third Class, and one a Temporary Certificate.

Complete statistics for these schools will be found on page 70.

IV. COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive.

I.—Receipts, Expenditure, Attendance, etc.

Year.	Schools open.	Teachers.	Receipts.			Expenditure.			Pupils.	Percentage of average attendance to total attendance.	Cost per pupil.
			Amount of fees.	Legislative grant.	Total receipts.	Paid for teachers' salaries.	Paid for sites and building school houses.	Total expenditure.			
			$	$	$	$	$	$			$ c.
1867....	103	159	15,605	54,562	139,579	94,820	*19,190	124,181	5,696	55	21 80
1872....	104	239	20,270	79,543	223,269	141,812	*31,360	210,005	7,968	56	26 36
1877....	104	280	20,753	78,762	357,521	211,607	*51,417	343,710	9,229	56	37 24
1882....	104	332	29,270	84,304	373,150	253,864	*19,361	343,720	12,348	53	27 56
1887....	112	398	56,198	91,977	529,323	327,452	*73,061	495,612	17,459	59	28 38
1892....	128	522	97,273	100,000	793,812	472,029	*91,108	696,114	22,837	60	30 48
1897....	130	579	110,859	101,250	767,487	532,837	*46,627	715,976	24,390	61	29 35
1902....	134	593	105,801	112,650	832,853	547,402	44,246	769,680	24,472	58.97	31 45
1905....	140	689	128,886	121,639	1,096,266	666,547	103,515	1,004,498	28,661	61.29	35 05
1906....	142	719	132,06[illegible]	127,843	1,209,782	716,471	112,465	1,029,294	29,392	61.50	35 02
1907....	143	750	138,396	158,549	1,611,553	783,782	193,975	1,213,697	30,331	60.94	40 01

* Expenses for repairs, etc., included.

The expenditure per pupil in the High Schools increased greatly in 1907 over the preceding year, as shown in the following tables, and the attendance is still on the increase as noticed above, and when that at the Continuation Schools is considered, the increase in the number taking up secondary education is quite marked. 7.08 per cent. of the enrolled attendance of the Province is so engaged, and it is estimated that at least 15 per cent. of those pupils who reach the Fourth Reader extend their course to the secondary schools.

Average cost per pupil (enrolled attendance) per year:

	1902	1904	1905	1906	1907
	$ c.	$ c.	$ c.	$ c.	$ c.
Sites and buildings	1 81	1 82	3 61	3 83	6 39
Teachers' salaries	22 37	22 40	23 26	24 37	25 84
All other expenses	7 27	7 43	8 18	6 82	7 78
For all purposes	31 45	31 65	35 05	35 02	40 01

Average cost per pupil (average attendance) per year:

	1902	1904	1905	1906	1907
	$ c.	$ c.	$ c.	$ c.	$ c.
Sites and buildings	3 07	3 02	5 89	6 22	10 49
Teachers' salaries	37 93	37 10	37 94	39 63	42 40
All other purposes	12 34	12 30	13 35	11 08	12 76
For all purposes	53 34	52 42	57 18	56 93	65 65

2—Classification of Pupils, etc.

Year.	English.						Mathematics.				Science.		
	English Grammar.	English Composition.	Poetical Literature.	Geography.	Canadian History.	British History.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
1867	5,467	4,091	.....	5,264	.....	†4,634	5,526	2,841	1,847	141	1,876	840	.....
1872	7,884	7,278	.....	7,715	.....	†7,513	7,834	6,033	2,592	174	1,921	1,151	.....
1877	8,819	8,772	.....	9,158	.....	†9,106	9,227	8,678	8,113	359	2,168	2,547	.....
1882	12,275	12,189	.....	12,106	.....	†12,220	12,261	11,742	11,148	397	2,880	2,522	.....
1887	17,086	17,171	16,649	16,962	.....	†17,010	16,939	16,904	14,839	1,017	5,265	3,411	4,640
1892	22,530	22,585	22,468	22,118	.....	†22,328	21,869	22,229	17,791	1,154	6,601	3,710	6,189
1897	19,591	24,195	24,176	13,747	18,318	20,304	19,798	24,105	16,788	1,652	11,002	5,489	12,892
1902	21,576	24,241	23,768	14,500	14,768	16,817	21,594	22,953	16,881	1,662	12,758	5,860	9,051
1905	25,399	27,667	*27,775	22,003	22,566	23,975	25,455	23,847	22,123	1,913	21,901	12,413	13,569
1906	25,850	28,621	*28,614	22,379	22,981	24,321	26,289	26,330	21,672	1,944	21,867	13,599	14,507
1907	26,415	29,383	*29,377	22,829	23,457	23,570	26,813	26,937	23,054	2,000	23,421	15,064	15,572

* English Literature. † History.

2—Classification of Pupils, etc.—*Continued.*

Year.	Languages,				Drawing (Art).	Bookkeeping.	Left for mercantile life.	Left for agriculture.	Who joined a learned profession.	Who became school teachers.	Number of schools charging fees.	Number of free schools.
	Latin.	Greek.	French.	German.								
1867	5,171	802	2,164	.....	676	1,283	.....	.....	.....	.....	67	36
1872	3,860	900	2,828	341	2,176	3,127	486	300	213	.....	28	76
1877	4,955	871	3,091	442	2,755	3,621	555	328	564	.....	35	69
1882	4,591	815	5,363	962	3,441	5,642	881	646	751	.....	37	67
1887	5,409	997	6,180	1,350	14,295	14,064	1,141	882	791	.....	58	54
1892	9,006	1,070	10,398	2,796	16,980	16,700	1,111	1,006	398	1,527	77	51
1897	16,873	1,421	13,761	5,169	12,252	11,647	1,368	1,153	409	2,056	87	43
1902	18,884	631	13,595	3,280	10,721	11,334	1,573	743	705	1,238	82	52
1905	19,409	603	16,430	3,366	13,641	13,152	1,949	859	861	1,305	83	57
1906	19,762	678	16,579	3,593	13,664	12,689	2,229	779	928	1,520	83	59
1907	20,511	677	17,310	3,835	15,365	13,468	1,982	803	849	1,436	81	62

The statistics in detail of the various Collegiate Institutes and High Schools of the Province, for 1907, will be found on pages 46 to 69 of this Report.

V. TEACHERS' INSTITUTES.

This table presents the work of the Teachers' Institutes for thirty-one years:

Year.	No. of Teachers' Institutes.	No. of Members.	No. of Teachers in the Province.	Receipts.				Expenditure.	
				Amount received from government grants.	Amount received from municipal grants.	Amount received from members' fees.	Total amount received.	Amount paid for libraries.	Total amount paid.
				$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1877	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	.....	1,127 63
1882	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84
1902	77	8,515	9,367	2,515 00	1,877 50	1,171 80	13,171 26	1,437 18	7,188 45
1905	80	8,958	9,649	2,525 00	1,937 00	1,230 65	13,604 57	1,054 01	7,615 19
1906	82	9,230	9,762	3,000 00	1,877 00	1,518 50	13,799 15	1,054 84	7,673 38
1907	81	9,319	9,893	2,850 00	1,920 00	1,671 32	14,824 09	654 16	7,487 41

See pages 76 to 79 for details for 1907.

VI. DEPARTMENTAL EXAMINATIONS, ETC.

1.—Table showing the Number of Teachers in Training at Provincial Normal Schools, and the pupils at the Model Schools in connection therewith, etc., 1877-1908.

Year.	No. of Normal School teachers.	No. of Normal School students admitted.	No. of Model School and Kindergarten teachers.	No. of Model School and Kindergarten pupils.
1877	13	257	8	643
1882	16	260	15	799
1887	13	441	18	763
1892	12	428	22	842
1897	13	407	23	832
1902	16	619	31	958
1905	*27	306	36	1,023
1906	*27	345	36	990
1907	*35	428	38	979
1908	*62	1,149	37	925

*Including those engaged in both a Normal and a Model School.

2. Entrance Examinations, 1877-1908.

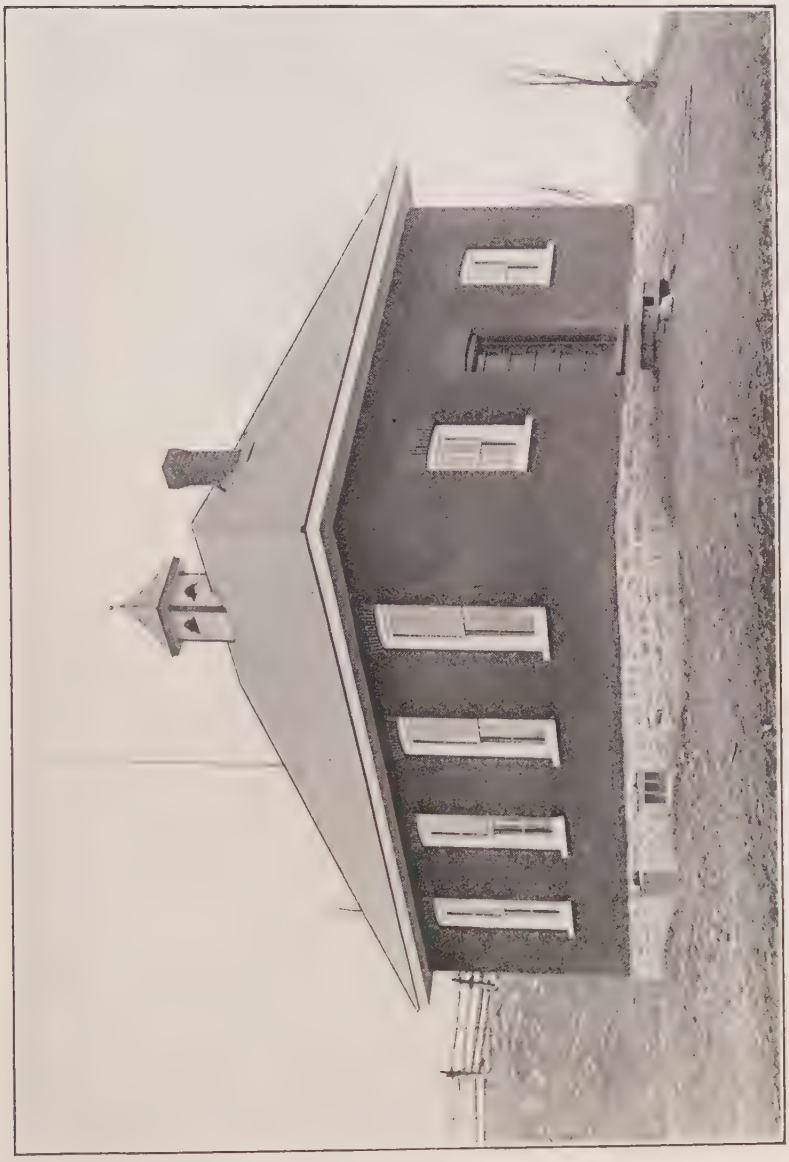
Year.	No. of Candidates examined.	No. of Candidates who passed.
1877	7,383	3,836
1882	9,607	4,371
1887	16,248	9,364
1892	16,409	8,427
1897	16,384	10,502
1902	18,087	13,300
1906	21,710	13,819
1907	22,144	15,430
1908	23,218	15,291

3. Academic Teachers' and Matriculation Examinations, 1908.

Examinations.	Total number of Candidates.	Number passed.	Number of Appeals.	Number passed on Appeal.	Total number passed.	Passed on Teachers' Reports.	Percentage passed.
Model Entrance	228	111	5	1	112	33	49.1
Normal Entrance	3,328	1,757	225	50	1,807	323	54.3
Faculty Entrance, Part I.	689	262	49	17	279	41	40.5
Faculty Entrance, Part II	465	132	43	4	136	23	29.2
Total candidates for Teachers' Examinations	4,710	2,262	322	72	2,334	420	49.6
Junior Matriculation	3,344	*	30	*	*	.....	.....
Honour Matriculation	161	.....	1	.....	.....	.....	.....
Scholarship	113	.....	.....	.....	.....	.....	.....
Commercial Specialist	13	8	1	1	9	.....	69.2
Art Specialist	7	5	1	0	5	.....	71.4

*Owing to changes in Matriculation, the number who passed is not known.

Number of Normal Entrance candidates who took Latin 1,892
Number of Normal Entrance candidates who passed in Latin 948
Number of Normal Entrance candidates who would have failed but for Latin .. 222



New School, Section No. 3 Belmont, Opened 19th November, 1908.

APPENDICES.

APPENDIX A.—STATISTICAL TABLES.

THE PUBLIC SCHOOLS.

I. Table A.—School Population, Attendance, etc.

Rural Schools.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
1 Brant	3,626	9	2,967	1	2,977	1,568	1,409	1,690	57
2 Bruce	9,563	14	7,061	....	7,075	3,684	3,391	4,075	58
3 Carleton	6,349	25	5,460	1	5,486	2,895	2,591	2,831	52
4 Dufferin	3,852	17	3,361	....	3,378	1,798	1,580	1,689	50
5 Dundas	3,790	23	3,082	....	3,105	1,683	1,422	1,678	54
6 Durham	4,480	16	3,637	....	3,653	1,853	1,800	1,914	52
7 Elgin	5,867	13	4,750	1	4,764	2,502	2,262	2,708	57
8 Essex	7,806	5	5,934	....	5,939	3,017	2,922	3,087	52
9 Frontenac	6,299	32	4,977	....	5,009	2,583	2,426	2,160	43
10 Glengarry	4,087	14	3,321	....	3,335	1,759	1,576	1,566	47
11 Grey	13,013	30	10,481	2	10,513	5,535	4,978	5,299	50
12 Haldimand	4,096	2	2,822	....	2,824	1,453	1,371	1,780	63
13 Haliburton	1,972	9	1,602	1	1,612	816	796	655	40
14 Halton	3,172	....	2,182	....	2,182	1,185	997	1,185	54
15 Hastings	9,107	12	7,295	3	7,310	3,729	3,581	3,572	49
16 Huron	10,699	5	7,485	1	7,491	4,014	3,477	4,560	61
17 Kent	8,433	16	6,744	....	6,760	3,567	3,193	3,565	53
18 Lambton	8,811	4	6,616	1	6,621	3,436	3,185	3,830	58
19 Lanark	5,091	7	3,630	....	3,637	1,884	1,753	2,185	60
20 Leeds and Grenville	9,005	19	6,940	3	6,962	3,521	3,441	3,796	54
21 Lennox and Addinglon	4,452	38	3,743	....	3,781	1,936	1,845	1,879	50
22 Lincoln	3,464	10	2,734	....	2,744	1,422	1,322	1,336	49
23 Middlesex	9,676	2	7,302	....	7,304	3,829	3,475	4,353	59
24 Norfolk	5,064	18	4,179	1	4,198	2,190	2,008	2,200	52
25 Northumberland	5,690	9	4,062	1	4,072	2,137	1,935	2,166	53
26 Ontario	7,091	8	5,557	1	5,566	2,869	2,697	2,933	52
27 Oxford	7,771	....	5,782	....	5,782	2,983	2,799	3,427	59
28 Peel	4,273	....	3,110	....	3,110	1,693	1,417	1,668	54
29 Perth	8,139	24	5,380	1	5,405	2,888	2,517	3,248	60
30 Peterborough	4,998	6	3,705	1	3,712	1,902	1,810	1,817	49
31 Prescott and Russell	11,967	24	4,339	2	4,365	2,281	2,084	2,161	49
32 Prince Edward	2,800	9	2,377	4	2,390	1,276	1,114	1,199	50
33 Renfrew	12,903	17	7,006	8	7,031	3,625	3,406	3,155	45
34 Simcoe	13,728	32	11,231	2	11,265	5,814	5,451	5,770	51
35 Stormont	4,052	23	3,161	....	3,184	1,648	1,536	1,645	52
36 Victoria	5,300	7	4,126	....	4,133	2,141	1,992	2,018	49
37 Waterloo	6,095	10	4,342	....	4,352	2,352	2,000	2,691	62
38 Welland	4,352	15	3,685	....	3,700	1,948	1,752	1,774	48
39 Wellington	8,418	13	5,657	1	5,671	3,006	2,665	3,361	59
40 Wentworth	5,973	....	4,580	....	4,580	2,377	2,203	2,522	55
41 York	15,660	12	11,036	1	11,049	5,815	5,234	5,658	51
42 Algoma and Manitoulin	6,885	40	5,350	6	5,396	2,730	2,666	2,374	44
43 Muskoka	4,311	13	3,486	2	3,501	1,878	1,623	1,561	45
44 Nipissing, etc.	3,734	13	3,046	....	3,059	1,543	1,516	1,500	49
45 Parry Sound	5,489	23	4,428	5	4,456	2,233	2,223	1,827	41
46 Rainy River and Thunder Bay	2,654	....	2,208	....	2,208	1,106	1,102	914	41
47 Moose Fort	100	....	20	....	20	13	7	12	60
Totals	304,157	638	225,979	50	226,667	118,117	108,550	118,994	52.49

THE PUBLIC SCHOOLS.—*Continued.*

I. Table A.—School Population, Attendance, etc.—*Continued.*

Cities.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
1 Belleville	2,167	....	1,437	....	1,437	763	674	878	61
2 Brantford	4,300	....	2,847	....	2,847	1,428	1,419	1,945	68
3 Chatham	2,596	....	1,579	....	1,579	776	803	956	60
4 Fort William	2,360	....	1,102	....	1,102	539	563	702	63
5 Guelph	3,306	....	1,668	4	1,672	806	866	1,237	74
6 Hamilton	16,195	1	8,624	....	8,625	4,427	4,198	6,192	72
7 Kingston	5,813	....	2,489	....	2,489	1,224	1,265	1,882	75
8 London	8,979	2	6,172	...	6,174	3,125	3,049	4,224	68
9 Niagara Falls	2,075	....	1,309	....	1,309	663	646	826	63
10 Ottawa	20,651	....	6,696	....	6,696	3,320	3,376	4,461	66
11 Peterborough	3,028	....	2,032	....	2,032	1,025	1,007	1,480	73
12 Port Arthur	1,900	....	1,114	....	1,114	550	564	748	67
13 St. Catharines	2,626	....	1,481	....	1,481	731	750	980	66
14 St. Thomas	*4,269	....	2,060	....	2,060	1,021	1,039	1,443	70
15 Stratford	2,580	....	1,703	....	1,703	907	796	1,266	74
16 Toronto	56,835	3	33,540	3	33,546	17,010	16,536	23,684	70
17 Windsor	4,305	....	1,834	....	1,834	947	887	1,308	71
18 Woodstock	2,078	....	1,500	....	1,500	728	772	1,035	69
Totals	146,063	6	79,187	7	79,200	39,990	39,210	55,247	69.75
Towns.									
1 Alexandria	700	....	70	....	70	40	30	35	50
2 Alliston	566	....	400	9	409	199	210	278	68
3 Almonte	789	....	374	....	374	182	192	250	67
4 Amherstburg	650	...	312	....	312	169	143	196	63
5 Arnprior	1,285	....	586	....	586	276	310	391	67
6 Aurora	429	....	332	....	332	161	171	217	65
7 Aylmer	516	....	389	....	389	208	181	255	65
8 Barrie	1,768	....	1,172	....	1,172	585	587	721	61
9 Berlin	*2,834	....	1,659	....	1,659	830	829	1,153	69
10 Blenheim	393	....	389	....	389	206	183	267	68
11 Blind River	519	....	367	....	367	164	203	209	57
12 Bonfield	61	....	42	....	42	26	16	23	55
13 Bothwell	223	....	209	1	210	106	104	138	66
14 Bowmanville	*636	....	467	....	467	226	241	311	66
15 Bracebridge	1,000	....	636	....	636	280	356	428	67
16 Brampton	779	....	515	....	515	278	237	371	72
17 Brockville	†2,180	....	1,259	....	1,259	612	647	833	66
18 Bruce Mines	†242	....	232	....	232	107	125	179	77
19 Cache Bay	295	....	259	....	259	121	138	105	40
20 Campbellford	*600	....	599	....	599	295	304	407	68
21 Carlton Place	1,046	....	827	....	827	400	427	580	70
22 Chesley	486	....	365	....	365	195	170	288	79
23 Clinton	495	....	433	....	433	227	206	306	70
24 Cobalt	300	....	179	....	179	79	100	84	47
25 Cobourg	1,098	...	562	....	562	283	279	344	61
26 Collingwood	1,874	....	1,330	....	1,330	660	670	903	68
27 Copper Cliff	*650	....	445	....	445	223	222	215	48
28 Cornwall	*2,031	....	659	....	659	333	326	481	73
29 Deseronto	713	....	638	....	638	343	295	392	61
30 Dresden	*450	....	417	....	417	198	219	281	67
31 Dundas	1,040	....	619	....	619	298	321	444	72
32 Dunnville	621	....	447	....	447	224	223	287	64
33 Durham	461	....	410	....	410	197	213	269	66
34 East Toronto	1,675	....	1,168	....	1,168	560	608	646	55
35 Englehart	125	4	95	....	99	53	46	44	44
36 Essex	353	....	320	....	320	153	167	218	68

*Figures of preceding year. †Estimated.

THE PUBLIC SCHOOLS.—*Continued.*

I. Table A.—School Population, Attendance, etc.—*Continued.*

Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
37 Forest	364	....	258	....	258	121	137	196	76
38 Fort Frances	250	....	166	....	166	65	101	88	53
39 Galt	2,163	....	1,348	1	1,349	672	677	967	71
40 Ganonoque	1,131	....	795	....	795	404	391	531	67
41 Goderich	1,015	....	597	....	597	286	311	376	63
42 Gore Bay	248	....	252	....	252	103	149	154	61
43 Gravenhurst	*727	....	616	....	616	326	290	355	57
44 Haileybury	390	....	328	....	328	162	166	151	46
45 Hanover	643	....	435	....	435	194	241	328	75
46 Harriston	388	....	343	....	343	154	189	214	62
47 Hawkesbury	1,533	....	151	....	151	82	69	87	57
48 Hespeler	556	....	485	....	485	243	242	323	66
49 Huntsville	692	....	596	....	596	298	298	355	59
50 Ingersoll	1,313	....	817	....	817	415	402	495	60
51 Kincardine	625	....	369	....	369	174	195	267	72
52 Kingsville	490	1	392	1	394	190	204	263	67
53 Kenora	1,748	....	912	....	912	471	441	565	62
54 Latchford	†300	....	133	....	133	66	67	55	41
55 Leamington	647	....	470	....	470	241	229	328	70
56 Lindsay	1,926	....	1,003	....	1,003	509	494	739	74
57 Listowel	719	....	421	....	421	229	192	286	68
58 Little Current	671	....	278	....	278	133	145	145	52
59 Massey	300	....	121	....	121	63	58	73	60
60 Mattawa	483	1	95	....	96	48	48	44	46
61 Meaford	611	....	435	....	435	229	206	298	68
62 Midland	1,497	....	1,030	....	1,030	523	507	610	59
63 Milton	480	....	434	....	434	216	218	281	65
64 Mitchell	440	....	320	....	320	147	173	229	71
65 Mount Forest	476	....	327	....	327	166	161	235	72
66 Napanee	672	....	527	....	527	254	273	342	65
67 New Liskeard	622	....	493	....	493	258	235	256	52
68 Newmarket	720	....	438	....	438	205	233	298	68
69 Niagara	332	....	198	....	198	108	90	107	54
70 North Bay	1,475	....	565	....	565	290	275	367	65
71 North Toronto	853	....	686	....	686	349	337	399	58
72 Oakville	517	....	297	....	297	104	193	155	52
73 Orangeville	701	....	471	....	471	230	241	332	70
74 Orillia	*2,054	....	1,000	....	1,000	480	520	662	66
75 Oshawa	1,250	....	1,096	....	1,096	553	543	651	59
76 Owen Sound	2,858	....	1,729	....	1,729	876	853	1,172	68
77 Palmerston	615	....	378	....	378	178	200	264	70
78 Paris	930	....	525	....	525	276	249	359	68
79 Parkhill	362	....	216	....	216	111	105	155	71
80 Parry Sound	†1,135	....	1,024	....	1,024	463	561	530	52
81 Pembroke	1,404	....	692	....	692	348	344	482	70
82 ‡Penetanguishene	984	....	631	....	631	315	316	422	67
83 Perth	913	1	408	....	409	218	191	310	76
84 Petrolea	1,100	....	731	....	731	382	349	487	67
85 Picton	804	....	518	....	518	265	253	330	64
86 Port Hope	1,079	....	775	....	775	393	382	564	73
87 Powassan	260	1	240	....	241	108	133	151	63
88 Prescott	768	....	415	....	415	213	202	284	68
89 Preston	745	....	452	....	452	227	225	309	68

*Figures of preceding year. †Estimated. ‡Including Protestant Separate School.

THE PUBLIC SCHOOLS.—*Continued.*

I. Table A.—School Population, Attendance, etc.—*Concluded.*

Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
90 Rainy River	312	....	252	....	252	127	125	117	46
91 Renfrew	983	....	418	....	418	221	197	288	69
92 Ridgetown	*434	....	383	....	383	198	185	251	65
93 St. Mary's	772	....	527	....	527	262	265	349	66
94 Sandwich	551	...	169	....	169	93	76	98	58
95 Sarnia	2,242	..	1,612	....	1,612	804	808	1,125	70
96 Sault Ste. Marie	1,904	....	1,259	....	1,259	644	615	790	63
97 Seaforth	534	....	302	....	302	154	148	207	68
98 Simcoe	751	....	546	....	546	289	257	325	59
99 Smith's Falls	1,600	....	1,063	....	1,063	517	546	768	72
100 Southampton	481	....	353	....	353	174	179	*254	72
101 Stayner	360	....	379	....	379	187	192	193	64
102 Steelton	700	....	480	....	480	251	229	254	53
103 Strathroy	720	....	492	....	492	250	242	362	73
104 Sturgeon Falls	†950	....	313	....	313	154	159	189	60
105 Sudbury	†796	....	304	....	304	150	154	189	62
106 Thessalon	434	4	416	....	420	202	218	238	57
107 Thornbury	189	....	177	....	177	83	94	106	60
108 Thorold	†580	3	368	....	371	187	184	211	57
109 Tillsonburg	689	....	461	....	461	261	200	271	59
110 Toronto Junction	5,188	....	2,043	....	2,043	1,037	1,006	1,244	61
111 Trenton	933	....	463	....	463	213	250	351	76
112 Uxbridge	569	....	336	....	336	162	174	232	69
113 Vankleek Hill	*497	1	154	....	155	81	74	99	64
114 Walkerton	687	....	364	....	364	170	194	269	74
115 Walkerville	672	....	397	....	397	192	205	288	72
116 Wallaceburg	1,020	7	636	....	643	310	333	369	57
117 Waterloo	1,135	....	603	....	603	324	279	429	71
118 Webbwood	†210	....	193	....	193	95	98	107	55
119 Welland	†575	....	485	....	485	252	233	291	60
120 Whitby	579	....	363	....	363	194	169	235	65
121 Wiarton	870	....	543	....	543	279	264	380	70
122 Wingham	609	....	450	....	450	220	230	319	71
Totals	105,388	23	64,918	12	64,953	32,368	32,585	42,173	64.92
Totals.									
1 Rural Schools	304,157	638	225,979	50	226,667	118,117	108,550	118,994	52.49
2 Cities	146,063	6	79,187	7	79,200	39,990	39,210	55,247	69.75
3 Towns	105,388	23	64,918	12	64,953	32,368	32,585	42,173	64.92
4 Villages	34,677	24	25,866	6	25,896	12,899	12,997	16,589	64.06
5 Grand Totals, 1907	590,285	691	395,950	75	396,716	203,374	193,342	233,003	58.73
6 Grand Totals, 1906	595,257	718	397,450	64	398,232	204,416	193,816	234,076	58.78
7 Increases	.....	....	.....	11	.....	.....	.....	.....	.....
8 Decreases	4,972	27	1,500	...	1,516	1,042	474	1,073	.05
9 Percentages	.....	.17	99.8	.02	.....	51.26	48.73	58 73	

*Figures of preceding year. †Estimated.

THE PUBLIC

II.—Table B.—Number of pupils in the

Rural Schools.	Reading.						Art.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader	
1 Brant	686	274	520	741	632	124	2,774
2 Bruce	1,659	855	1,314	1,566	1,494	187	6,101
3 Carleton	1,204	623	986	1,008	1,177	488	5,214
4 Dufferin	742	373	552	780	864	67	3 083
5 Dundas	808	358	714	568	549	108	2,717
6 Durham	662	509	827	823	672	160	3,653
7 Elgin	968	590	849	933	1,051	373	4,764
8 Essex	1,781	969	1,177	1,040	876	96	5,374
9 Frontenac	1,154	694	826	1,185	1,113	87	4,990
10 Glengarry	1,058	457	776	546	470	28	2,469
11 Grey	2,620	1,135	2,238	2,360	1,853	307	9,148
12 Haldimand	595	349	500	584	654	142	2,750
13 Haliburton	549	202	328	277	213	43	1,096
14 Halton	502	249	379	455	506	91	2,006
15 Hastings	2,240	1,180	1,378	1,284	1,032	196	5,936
16 Huron	1,268	750	1,547	1,584	1,788	554	6,385
17 Kent	1,682	830	1,289	1,160	1,256	543	6,225
18 Lambton	1,579	937	1,159	1,335	1,353	258	5,132
19 Lanark	731	541	715	748	773	129	3,628
20 Leeds and Grenville	1,467	879	1,231	1,447	1,722	216	6,182
21 Lennox and Addington	882	447	764	776	793	119	3,359
22 Lincoln	639	318	452	564	689	82	2,027
23 Middlesex	1,363	875	1,466	1,501	1,685	414	7,285
24 Norfolk	872	442	855	888	974	167	4,004
25 Northumberland	875	421	940	944	742	150	3,247
26 Ontario	1,253	646	1,039	1,213	1,270	145	4,543
27 Oxford	1,170	649	981	1,212	1,373	397	4,558
28 Peel	628	435	592	695	690	70	2,788
29 Perth	979	619	996	1,391	1,258	162	4,871
30 Peterborough	922	472	691	768	728	131	2,121
31 Prescott and Russell	1,377	748	761	673	701	105	4,034
32 Prince Edward	460	273	459	427	623	148	2,259
33 Renfrew	1,929	1,202	1,257	1,262	1,176	205	3,363
34 Simcoe	2,855	1,681	2,041	1,983	2,066	639	9,985
35 Stormont	828	377	704	603	570	102	2,366
36 Victoria	886	522	834	881	866	144	3,687
37 Waterloo	891	544	1,090	1,049	673	105	3,894
38 Welland	905	471	647	779	784	114	3,574
39 Wellington	1,138	639	982	1,228	1,393	291	4,561
40 Wentworth	1,019	526	721	1,103	1,008	203	4,241
41 York	3,108	1,335	2,123	2,113	2,119	251	9,939
42 Algoma and Manitoulin	1,649	771	965	1,012	867	132	4,602
43 Muskoka	1,040	437	751	683	501	89	2,671
44 Nipissing, etc	1,247	508	553	461	264	26	2,901
45 Parry Sound	1,531	565	797	786	661	116	2,437
46 Rainy River & Thunder Bay	655	349	376	429	351	48	2,208
47 Moose Fort	6	3	7	3	.....	1	.....
Totals	55,062	29,029	43,149	45,801	44,873	8,753	195,152

SCHOOLS.—*Continued.*

various branches of instruction.

	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.	Physiology and Hygiene.
1	2,257	1,835	2,375	2,428	1,379	1,110	1,526	1,574
2	4,851	3,572	5,751	5,295	3,422	2,314	3,308	3,977
3	3,842	1,777	4,299	4,202	3,287	2,377	2,917	2,382
4	2,589	2,134	2,769	2,759	1,903	1,368	1,690	1,825
5	2,658	1,655	2,701	2,608	1,394	1,128	1,404	1,904
6	2,631	1,643	2,876	2,676	2,086	925	1,124	1,372
7	4,764	2,549	4,764	4,764	2,646	2,098	2,637	3,179
8	3,707	1,687	4,839	4,663	2,282	794	2,163	4,860
9	3,180	1,411	3,110	3,117	2,542	1,609	2,057	1,824
10	1,955	932	2,016	2,032	1,054	544	1,051	1,332
11	7,896	5,880	8,378	8,064	5,636	3,228	5,029	6,772
12	2,215	2,019	2,160	2,197	1,538	1,070	1,221	1,914
13	888	496	1,128	1,059	654	410	485	443
14	1,647	1,339	1,782	1,648	1,178	750	984	1,148
15	4,828	3,155	5,719	5,516	2,454	1,818	2,925	4,334
16	5,664	2,894	6,264	6,042	4,025	2,594	3,732	3,151
17	4,597	3,492	5,017	5,067	3,538	2,501	2,974	3,628
18	4,233	3,265	4,406	4,987	3,083	2,238	3,013	3,196
19	2,749	1,251	2,845	2,913	2,110	1,193	1,571	1,676
20	5,566	2,565	5,387	5,249	3,468	2,914	3,388	3,954
21	2,684	1,425	2,691	2,710	2,055	1,439	1,711	1,749
22	1,993	995	1,880	1,926	1,459	1,024	1,250	1,356
23	5,873	5,087	6,479	6,547	4,003	2,920	3,944	4,477
24	3,215	2,295	3,441	3,470	2,161	1,674	2,150	2,674
25	3,009	963	3,376	3,136	2,744	892	1,298	1,710
26	3,958	2,284	4,371	4,204	3,125	1,864	2,420	2,271
27	3,956	2,074	4,097	3,967	2,107	2,570	2,888	4,424
28	2,357	1,514	2,489	2,420	1,551	1,310	1,490	1,378
29	4,178	5,152	4,362	4,266	2,973	1,624	2,650	2,124
30	2,598	970	2,693	2,502	1,860	1,085	1,546	1,372
31	2,534	1,955	2,589	2,846	1,599	1,061	1,561	1,595
32	1,912	884	1,899	1,959	1,400	1,007	1,166	1,439
33	3,533	1,534	3,804	4,083	3,292	1,820	2,281	1,838
34	7,887	5,480	8,536	8,664	5,462	3,563	4,896	4,250
35	2,465	1,379	2,532	2,509	1,383	1,159	1,462	1,765
36	3,085	1,804	3,603	3,391	1,785	1,863	2,395	2,463
37	3,367	2,725	3,359	3,238	1,803	843	1,542	1,231
38	2,448	1,429	2,677	2,611	2,133	1,114	1,638	1,595
39	4,000	2,628	4,328	4,174	3,154	1,996	2,670	2,604
40	3,387	2,426	3,889	3,635	2,554	1,524	2,045	1,663
41	8,779	7,419	9,652	9,251	5,201	4,184	5,036	7,311
42	3,105	1,146	3,689	3,522	2,561	1,443	2,050	2,331
43	2,308	1,100	2,493	2,493	1,553	916	1,347	1,559
44	1,132	264	1,986	1,849	813	451	649	618
45	2,457	1,275	2,847	2,456	1,893	1,211	1,526	1,133
46	1,505	664	1,570	1,444	857	588	807	958
47	11	20	11	11	11	11	11	11
	160,453	102,442	173,929	170,570	111,171	74,139	99,628	112,344

THE PUBLIC

II.—Table B.—Number of pupils in the

Rural Schools.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.
1 Brant	2,451	1,271	70	100	94
2 Bruce	5,370	3,110	187	524	166
3 Carleton	4,452	2,151	283	491	465
4 Dufferin	2,285	1,883	86	622	78
5 Dundas	2,475	1,632	71	102	102
6 Durham	2,360	585	194	186	175
7 Elgin	4,321	2,454	343	568	344
8 Essex	4,178	2,223	58	371	82
9 Frontenac	2,791	1,762	64	593	59
10 Glengarry	2,677	906	17	22	22
11 Grey	9,317	4,716	277	1,488	274
12 Haldimand	2,648	2,758	154	144	129
13 Haliburton	711	376	81	105	52
14 Halton	1,873	1,287	139	141	89
15 Hastings	5,099	3,118	502	650	189
16 Huron	5,746	4,887	538	756	507
17 Kent	5,554	3,374	536	572	518
18 Lambton	4,967	3,391	229	324	217
19 Lanark	3,214	3,124	112	112	110
20 Leeds and Grenville	4,255	2,045	196	287	236
21 Lennox and Addington	3,146	822	108	125	111
22 Lincoln	1,791	1,032	79	90	70
23 Middlesex	6,725	4,552	370	929	367
24 Norfolk	3,858	1,830	148	156	145
25 Northumberland	3,192	1,614	111	209	129
26 Ontario	4,075	2,480	217	975	129
27 Oxford	3,109	2,118	302	429	376
28 Peel	2,322	2,042	81	99	70
29 Perth	4,691	5,230	152	147	146
30 Peterborough	2,253	1,368	101	609	122
31 Prescott and Russell	2,904	2,203	107	108	107
32 Prince Edward	2,093	837	138	133	133
33 Renfrew	2,435	793	190	551	192
34 Simcoe	8,592	5,948	715	1,951	712
35 Stormont	2,517	1,512	87	612	90
36 Victoria	3,115	1,365	128	241	129
37 Waterloo	3,241	1,719	55	71	49
38 Welland	2,394	1,197	96	141	95
39 Wellington	4,324	2,105	271	307	272
40 Wentworth	3,968	2,506	180	265	178
41 York	9,035	7,163	220	599	219
42 Algoma and Manitoulin	4,467	1,220	112	641	122
43 Muskoka	2,428	1,193	66	280	85
44 Nipissing, etc	558	195	34	48	22
45 Parry Sound	1,911	1,126	109	213	92
46 Rainy River and Thunder Bay	1,042	571	62	42	42
47 Moose Fort	11	20	.....	.....	1
Totals	167,541	101,814	8,376	18,129	8,113

SCHOOLS.—*Continued.*

various branches of instruction.—*Continued.*

	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
1	88	24	14	.....	87	.....	216	30	.....
2	154	75	47	30	71	70	617	31	.....
3	448	358	244	.....	386	111	110	.....	.....
4	55	18	8	.....	9	15	211	49	1
5	99	11	2	.....	133	35	232	69	21
6	162	33	26	6	55	123	63	6	.....
7	353	49	1	.....	697	203	387	185	3
8	65	55	704	.....	57	38	183	16	.....
9	53	22	13	.....	8	10	55	29	.....
10	20	.....	.....	.....	.....	4	13	.....	.....
11	250	123	3	1	99	79	159	104	20
12	110	84	53	.....	96	148	671	.....	.....
13	41	1	1	.....	3	12	32	4	.....
14	64	9	11	.....	30	32	78	.....	.....
15	156	38	11	.....	56	127	245	21	.....
16	317	130	18	14	132	137	272	.....	.....
17	518	14	122	.....	352	130	670	206	98
18	196	37	6	1	120	105	108	.....	.....
19	102	78	53	4	106	50	60	.....	.....
20	184	73	47	.....	77	61	130	.....	.....
21	83	36	18	.....	35	15	91	.....	.....
22	61	34	.....	.....	17	27	191	13	.....
23	328	122	38	.....	252	86	375	241	37
24	119	15	4	.....	102	83	257	57	46
25	117	72	43	1	85	23	105	143	.....
26	108	12	18	.....	66	47	142	107	.....
27	48	173	62	24	232	104	219	.....	.....
28	70	23	.....	.....	.....	.....	.....	.....	.....
29	144	96	8	73	91	100	1,442	.....	.....
30	92	33	25	.....	50	53	96	27	.....
31	107	34	1,783	.....	78	40	.....	.....	.....
32	91	46	44	.....	73	83	160	.....	.....
33	186	25	73	.....	42	13	136	.....	.....
34	603	367	330	.....	567	469	1,265	.....	.....
35	77	34	91	.....	41	44	103	58	.....
36	104	34	10	.....	25	36	127	.....	.....
37	44	1	.....	58	6	20	34	.....	.....
38	70	30	9	3	18	26	181	38	.....
39	249	117	61	6	122	96	531	71	67
40	167	41	4	.....	76	107	535	278	.....
41	212	116	34	7	136	42	105	13	.....
42	117	20	1	.....	74	51	34	.....	.....
43	77	4	2	.....	13	28	137	.....	.....
44	22	2	1,250	.....	.....	16	11	.....	.....
45	82	1	.....	.....	13	5	95	.....	.....
46	41	16	1	.....	38	58	2	.....	.....
47	1	.....	.....	.....	.....	.....	.....	.....	.....
	6,855	2,736	5,293	228	4,826	3,162	10,886	1,826	293

THE PUBLIC

II.—Table B.—Number of pupils in the

Cities.	Reading.						Art.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	
1 Belleville	425	207	262	250	293	.....	1,437
2 Brantford	602	517	445	679	524	80	2,725
3 Chatham	363	224	317	309	366	.....	1,579
4 Fort William	433	169	136	202	162	.....	1,102
5 Guelph	337	224	232	472	298	109	1,563
6 Hamilton	1,508	1,212	1,185	2,290	1,917	513	8,625
7 Kingston	633	358	321	597	580	.....	2,489
8 London	1,069	806	1,527	1,338	1,434	.....	6,174
9 Niagara Falls	456	145	185	237	286	.....	1,309
10 Ottawa	1,571	831	900	1,564	1,480	350	6,696
11 Peterborough	573	365	360	360	374	.....	2,032
12 Port Arthur	353	168	149	252	192	.....	1,114
13 St. Catharines	425	245	227	317	267	.....	1,056
14 St. Thomas	606	233	407	435	379	.....	2,060
15 Stratford	302	295	288	445	373	.....	1,703
16 Toronto	7,198	4,024	7,190	7 043	7,028	1,063	32,628
17 Windsor	635	254	285	364	296	.....	1,834
18 Woodstock	448	193	213	282	364	.....	1,052
Totals	17,937	10,470	14,629	17,436	16,613	2,115	77,173
Towns.							
1 Alexandria	24	9	10	13	14	.....	70
2 Alliston	93	54	46	44	60	112	402
3 Almonte	56	66	98	71	83	.....	374
4 Amherstburg	69	40	50	58	49	46	302
5 Arnprior	166	115	111	90	104	.....	420
6 Aurora	94	49	85	53	51	.....	332
7 Aylmer	50	59	98	101	81	.....	389
8 Barrie	245	164	275	243	245	.....	1,172
9 Berlin	296	218	476	377	292	.....	1,659
10 Blenheim	78	53	56	76	48	78	367
11 Blind River	203	41	47	33	31	12	123
12 Bonfield	12	6	7	5	12	.....	42
13 Bothwell	41	28	24	17	23	77	151
14 Bowmanville	69	85	106	87	120	.....	467
15 Bracebridge	252	47	161	94	82	.....	636
16 Brampton	142	64	84	124	101	.....	515
17 Brockville	337	224	202	224	272	.....	1,259
18 Bruce Mines	50	45	51	33	18	35	35
19 Cache Bay	122	28	47	48	10	4	259
20 Campbellford	132	75	161	112	119	.....	599
21 Carleton Place	265	155	130	181	96	.....	827
22 Chesley	138	23	45	75	84	.....	365
23 Clinton	124	48	84	110	67	.....	433
24 Cobalt	64	39	23	34	18	1	179
25 Cobourg	165	59	101	123	114	.....	562
26 Collingwood	367	221	284	188	270	.....	1,330
27 Copper Cliff	242	77	48	46	21	11	445
28 Cornwall	226	51	145	138	99	.....	659
29 Deseronto	233	91	142	78	94	.....	482
30 Dresden	99	77	69	42	30	100	290
31 Dundas	185	134	60	107	133	.....	619

SCHOOLS.—*Continued.*

various branches of instruction.—*Continued.*

	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.	Physiology and Hygiene.
1	1,437	1,437	1,437	1,437	549	549	543	805
2	2,443	2,405	2,658	2,847	1,039	1,275	1,462	2,767
3	1,579	1,579	1,579	1,579	818	803	886	1,213
4	1,102	1,102	1,102	1,102	797	374	797	1,102
5	1,268	1,563	1,226	1,616	878	384	773	883
6	8,567	8,625	8,528	8,257	3,473	4,814	6,243	7,754
7	2,016	2,489	1,498	1,694	1,189	853	1,177	2,489
8	6,174	6,174	6,174	6,174	1,630	2,314	5,000	6,174
9	1,124	.....	853	853	631	451	578	1,015
10	3,394	6,696	3,394	3,394	3,394	930	1,830	930
11	1,436	1,051	1,450	2,032	764	735	813	2,032
12	1,114	1,114	1,114	1,114	444	444	444	1,114
13	1,056	.....	811	1,481	423	423	423	423
14	2,060	2,060	2,060	2,060	894	380	894	2,060
15	1,703	.....	874	932	373	223	150	373
16	32,502	31,696	28,785	32,117	27,537	6,796	9,284	27,224
17	945	1,834	1,834	1,834	660	296	660	945
18	1,052	.....	1,052	1,052	646	364	646	1,052
	70,972	69,825	66,429	71,575	46,139	22,408	32,603	60,355
1	37	70	70	70	27	14	23	37
2	364	409	409	409	266	212	266	248
3	374	.....	374	374	215	83	112	83
4	240	134	312	312	153	95	196	266
5	420	586	420	420	305	61	150	104
6	332	281	332	332	332	51	332	332
7	389	183	389	389	389	61	81	81
8	1,040	862	864	966	542	590	705	521
9	1,145	1,659	1,659	1,659	696	292	669	669
10	258	.....	258	258	258	156	202	124
11	123	231	123	123	76	43	76	64
12	42	.....	42	42	30	17	24	24
13	169	69	169	210	141	110	113	64
14	313	467	467	426	207	120	207	411
15	636	636	636	636	82	176	176	636
16	337	515	515	515	225	155	373	270
17	1,259	1,004	805	1,259	496	496	496	846
18	137	.....	70	137	70	70	110	102
19	109	182	259	259	109	14	58	10
20	392	519	467	467	231	139	92	392
21	451	.....	827	827	277	38	181	.....
22	365	365	365	365	159	84	159	365
23	365	433	365	433	97	81	196	309
24	179	179	179	179	53	53	53	52
25	397	562	397	397	237	114	237	237
26	1,279	1,114	1,286	1,330	540	1,304	1,263	1,304
27	445	445	445	445	445	78	78	160
28	433	659	659	659	237	99	237	659
29	371	307	482	579	172	172	172	313
30	290	417	290	290	172	172	172	190
31	300	619	434	619	300	133	240	300

THE PUBLIC

II.—Table B.—Number of pupils in the

Cities.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.
1 Belleville	1,437	1,437			
2 Brantford	2,603	2,757	80	80	
3 Chatham	1,579	1,579			
4 Fort William	1,102	1,102		167	
5 Guelph	1,256	1,463	109	109	
6 Hamilton	8,391	8,400	507	513	507
7 Kingston	2,189	2,432		574	
8 London	6,174	6,174			
9 Niagara Falls	591				
10 Ottawa		6,696	268	1,830	82
11 Peterborough	2,032	1,728			
12 Port Arthur	1,114	1,114			
13 St. Catharines	1,481	1,481			
14 St. Thomas	2,060	2,060			
15 Stratford	1,703				
16 Toronto	31,985	32,557	2,228	12,068	
17 Windsor	1,834	1,834			
18 Woodstock	1,500				
Totals	69,331	72,814	3,192	15,341	589
Towns.					
1 Alexandria	70	70			
2 Alliston	409	409	78	378	112
3 Almonte	374			154	
4 Amherstburg	302	129	39	46	43
5 Arnprior	420	586			
6 Aurora	332	281			
7 Aylmer	389	389			
8 Barrie	766	757	60		
9 Berlin	1,659	1,659		1,659	
10 Blenheim	233		56	78	78
11 Blind River	43		12	12	12
12 Bonfield	42	12			
13 Bothwell	151	110	18	77	77
14 Bowmanville	467	467			
15 Bracebridge	636	636			
16 Brampton	373	373			
17 Brockville	1,259	1,148			
18 Bruce Mines	137		12	35	35
19 Cache Bay	259	182	4	4	4
20 Campbellford	599	39			
21 Carleton Place	827				
22 Chesley	365	365			
23 Clinton	413	433			
24 Cobalt	179	107	1	1	1
25 Cobourg	562	284			
26 Collingwood	1,235	1,279			
27 Copper Cliff	445		11	11	11
28 Cornwall	659	659			
29 Deseronto	434	234			
30 Dresden	190		68	100	99
31 Dundas	619	619		619	

SCHOOLS.—*Continued.*

various branches of instruction.—*Continued.*

	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
1									
2						80		434	361
3									
4									
5						109		291	337
6	485				301	513		140	1,362
7	574								207
8								74	27
9									
10	82	82	82		82	268		1,025	1,042
11									
12									
13									
14								186	
15								179	194
16						1,119		26,271	7,938
17									
18								240	240
	1,141	82	82		383	2,089		28,840	11,708
1									
2	112	76	18		112				
3									
4	43	36	36		43	12			
5									
6									
7									
8									
9				930				122	123
10	60	58	32		56				
11	12	12	12		12				
12							12		
13	77	56			41	41			
14									
15									
16									
17									
18	35	35			12				
19	4	1				4			
20									
21									
22									
23									
24	1				1	1			
25									
26									
27	11	6			7	7			
28								237	
29									
30	68	95	90		80	68			
31									

THE PUBLIC

II.—Table B.—Number of pupils in the

Towns.—*Continued.*	Reading.						Art.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	
32 Dunnville	143	50	72	97	85	.....	426
33 Durham	84	55	61	52	59	99	251
34 East Toronto	419	166	228	149	206	.....	1,168
35 Englehart	51	.....	34	13	1	.....	99
36 Essex	65	72	81	44	58	.....	320
37 Forest	60	37	36	56	69	.....	258
38 Fort Frances	31	30	36	22	19	28	166
39 Galt	329	88	288	297	347	.....	1,349
40 Gananoque	250	107	150	148	140	.....	795
41 Goderich	112	57	149	166	113	.....	597
42 Gore Bay	60	34	16	45	34	63	252
43 Gravenhurst	185	109	122	82	118	.....	616
44 Haileybury	127	41	45	80	29	6	86
45 Hanover	141	40	94	81	35	44	391
46 Harriston	63	43	87	74	76	.....	280
47 Hawkesbury	54	9	15	31	42	.....	151
48 Hespeler	76	99	104	110	71	25	49
49 Huntsville	143	115	137	100	62	39	502
50 Ingersoll	216	83	177	185	156	.....	817
51 Kincardine	91	47	82	79	70	.....	369
52 Kingsville	126	54	77	51	66	20	320
53 Kenora	354	84	166	170	138	.....	912
54 Latchford	67	20	20	21	5	.....	133
55 Leamington	139	58	90	87	96	.....	470
56 Lindsay	257	102	164	278	202	.....	1,003
57 Listowel	96	54	51	101	119	.....	421
58 Little Current	55	40	74	47	48	14	278
59 Massey	41	19	14	27	12	8	121
60 Mattawa	34	7	19	11	19	6	96
61 Meaford	132	24	110	90	79	.....	435
62 Midland	310	202	199	165	154	.....	1,030
63 Milton	116	70	52	46	76	74	400
64 Mitchell	67	44	28	72	109	.....	320
65 Mount Forest	79	29	48	80	91	.....	327
66 Napanee	110	82	96	121	118	.....	527
67 New Liskeard	215	61	76	74	43	24	489
68 Newmarket	153	35	84	94	72	.....	438
69 Niagara	49	12	51	23	63	.....	198
70 North Bay	179	85	134	98	69	.....	565
71 North Toronto	247	124	121	96	89	9	686
72 Oakville	83	79	46	40	49	.....	297
73 Orangeville	92	84	95	95	105	.....	471
74 Orillia	311	122	164	184	171	48	952
75 Oshawa	367	178	214	225	112	.....	1,096
76 Owen Sound	347	230	381	384	387	.....	1,729
77 Palmerston	97	44	51	82	45	59	299
78 Paris	96	129	80	143	77	.....	525
79 Parkhill	38	28	36	60	54	.....	216
80 Parry Sound	379	194	152	118	112	69	1,024
81 Pembroke	176	124	120	96	176	.....	.....
82 *Penetanguishene	224	102	109	86	110	.....	518
83 Perth	60	42	79	126	102	.....	409
84 Petrolea	206	113	103	162	147	.....	731
85 Picton	120	72	109	100	117	.....	518

*Including Protestant Separate School.

SCHOOLS.—*Continued.*

various branches of instruction.—*Continued.*

	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.	Physiology and Hygiene.
32	254	362	182	244	182	51	34	131
33	326	.....	271	271	210	174	210	172
34	871	1,168	1,168	1,168	355	295	357	1,168
35	14	.....	99	40	14	1	14	14
36	183	.....	255	255	102	58	102	255
37	161	217	258	258	125	125	125	125
38	135	119	166	166	69	69	150	41
39	903	1,252	1,012	960	694	398	541	849
40	545	423	795	795	197	140	288	545
41	597	597	597	597	231	66	279	597
42	158	189	158	158	158	158	158	79
43	397	.....	472	472	216	141	196	190
44	236	86	221	257	115	115	115	109
45	435	391	435	435	254	254	294	316
46	237	280	237	237	237	237	237	237
47	151	.....	151	97	88	42	73	88
48	485	.....	485	485	206	96	206	96
49	390	.....	464	479	201	101	201	336
50	817	817	817	817	156	204	450	817
51	369	369	369	369	149	149	149	369
52	268	290	320	394	163	106	214	374
53	416	912	474	474	308	308	308	308
54	45	.....	45	45	25	25	25	25
55	331	209	470	470	183	183	331	470
56	745	255	873	1,003	296	389	503	499
57	271	421	421	325	271	167	220	119
58	278	278	109	188	109	109	109	109
59	121	74	80	80	47	47	47	80
60	55	96	64	58	58	25	11	43
61	435	435	435	435	170	79	170	435
62	800	1,030	1,030	1,030	479	409	409	950
63	434	434	434	434	248	150	196	360
64	209	248	209	209	181	109	181	109
65	327	327	248	248	171	171	171	327
66	527	527	527	527	239	239	239	527
67	274	469	493	493	168	168	217	469
68	285	244	285	438	187	72	265	438
69	198	.....	149	149	86	40	86	198
70	565	565	565	565	167	565	565	565
71	315	686	439	686	194	194	194	686
72	297	297	297	297	84	49	84	297
73	379	412	471	471	200	243	336	379
74	685	637	685	685	299	201	519	519
75	545	979	1,096	913	476	112	112	112
76	1,729	1,729	1,382	1,729	771	771	771	771
77	255	155	378	320	212	149	212	90
78	465	.....	525	525	344	77	180	150
79	216	216	216	216	114	54	114	114
80	800	819	888	888	418	307	700	631
81	516	420	692	692	392	176	392	.....
82	476	336	571	571	260	222	260	397
83	409	409	409	409	228	102	228	409
84	412	731	431	431	309	147	309	309
85	518	518	518	518	117	217	326	518

THE PUBLIC

II.—Table B.—Number of pupils in the

Towns.—*Continued.*	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.
32 Dunnville	182	357			
33 Durham	362		24	99	99
34 East Toronto	1,168	312			
35 Englehart					
36 Essex	320	215			
37 Forest	258	258			
38 Fort Frances	128	138	21	28	28
39 Galt	1,349	163			
40 Gananoque	795	795			
41 Goderich	597	597			
42 Gore Bay	252	189	25	63	63
43 Gravenhurst	405	43			
44 Haileybury	86		6		6
45 Hanover	435	333	37	44	44
46 Harriston	280	193			
47 Hawkesbury	151				
48 Hespeler	485	485	25	25	25
49 Huntsville	487		39	39	39
50 Ingersoll	817	817			
51 Kincardine	369	369			
52 Kingsville	343	185	20	20	20
53 Kenora	912				
54 Latchford	133				
55 Leamington	470	470			
56 Lindsay	877	422		410	
57 Listowel	421	322		220	
58 Little Current	158	278	14	14	14
59 Massey	121		8	8	8
60 Mattawa	96		1	6	6
61 Meaford	435	435		435	
62 Midland	1,030	1,030			
63 Milton	400	400	40	196	74
64 Mitchell	320				
65 Mount Forest	327	327			
66 Napanee	527	527			
67 New Liskeard	469	493	20	24	24
68 Newmarket	438	156			
69 Niagara	198	135		63	
70 North Bay	565	565			
71 North Toronto	686	686	9	9	9
72 Oakville	297	297			
73 Orangeville	471	471			
74 Orillia	952		48	48	
75 Oshawa	687	209			
76 Owen Sound	1,729	1,729		1,729	
77 Palmerston	261		38	59	59
78 Paris	525				
79 Parkhill	216	216			
80 Parry Sound	896	727	46	134	69
81 Pembroke					
82 *Penetanguishene	589	288		528	
83 Perth	409	409			
84 Petrolea	341				
85 Picton	518	518			

*Including Protestant Separate School.

SCHOOLS—*Continued.*

various branches of instruction.—*Continued.*

	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
32									
33	99	70	65		99				
34									
35									
36									
37									
38	28	11	20		28	11			
39								110	101
40								298	
41									
42	63	23	23		51				
43									
44	6	6							
45	44	37		27	37	37			
46									
47									
48	25								
49	39				39	39			
50								68	88
51									
52	20	19			20	20			
53									
54									
55									
56									
57									
58	14				14		14		
59	8				8	8			
60	6	1							
61									
62									
63	74	35	29		74				
64									
65									
66									
67	24	22	22		24				
68									
69									
70									
71	9	4	9		9	5			
72									
73									
74						48			
75									
76								187	200
77	59	59	59		23				
78									
79									
80	69	36	39		69				
81									
82			80				69		
83									
84									
85									

THE PUBLIC

II.—Table B.—Number of pupils in the

Towns.—*Continued.*	Reading.						Art.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	
86 Port Hope	152	202	151	122	148	.....	775
87 Powassan	75	30	30	39	30	37	241
88 Prescott	93	69	67	66	120	.....	415
89 Preston	107	58	112	115	60	.....	452
90 Rainy River	85	60	56	21	22	8	252
91 Renfrew	139	47	51	65	116	.....	418
92 Ridgetown	98	36	73	80	96	.....	383
93 St. Mary's	113	71	76	121	146	.....	410
94 Sandwich	53	28	28	36	24	.....	169
95 Sarnia	502	237	272	268	333	.....	1,612
96 Sault Ste. Marie	347	176	201	284	251	.....	1,259
97 Seaforth	48	43	51	80	80	.....	302
98 Simcoe	121	70	102	121	132	.....	546
99 Smith's Falls	340	148	195	200	180	.....	1,063
100 Southampton	105	59	53	54	54	28	353
101 Stayner	76	56	63	61	62	61	279
102 Steelton	110	73	127	86	84	.....	480
103 Strathroy	92	65	109	100	126	.....	492
104 Sturgeon Falls	107	45	64	33	51	13	313
105 Sudbury	66	46	58	51	44	39	287
106 Thessalon	139	47	72	66	61	35	420
107 Thornbury	30	15	43	39	33	17	176
108 Thorold	97	60	94	71	49	.....	371
109 Tillsonburg	77	59	118	93	114	.....	461
110 Toronto Junction	545	310	370	377	441	.....	2,043
111 Trenton	128	57	106	106	66	.....	463
112 Uxbridge	67	40	73	96	60	.....	336
113 Vankleek Hill	46	10	27	29	43	.....	155
114 Walkerton	89	40	76	56	103	.....	364
115 Walkerville	118	60	61	81	65	12	397
116 Wallaceburg	246	80	90	98	58	71	643
117 Waterloo	114	89	156	124	120	.....	603
118 Webbwood	85	16	21	24	37	10	10
119 Welland	147	75	97	72	94	.....	485
120 Whitby	79	32	68	79	105	.....	363
121 Wiarton	134	107	92	109	101	.....	543
122 Wingham	88	51	102	112	97	.....	450
Totals	17,819	9,241	12,358	12,224	11,869	1,442	61,444
Totals.							
1 Rural Schools	55,062	29,029	43,149	45,801	44,873	8,753	195,152
2 Cities	17,937	10,470	14,629	17,436	16,613	2,115	77,173
3 Towns	17,819	9,241	12,358	12,224	11,869	1,442	61,444
4 Villages	6,035	3,400	4,544	4,533	4,929	2,455	24,122
5 Grand totals, 1907	96,853	52,140	74,680	79,994	78,284	14,765	357,891
6 Grand totals, 1906	94,579	54,160	74,577	80,848	79,155	14,913	350,668
7 Increases	2,274	.....	103	.....	.....	.....	7,223
8 Decreases	.....	2,020	.....	854	871	148	.....
9 Percentages	24.41	13.14	18.82	20.16	19.73	3.72	90.21

SCHOOLS.—*Continued.*

various branches of instruction.—*Continued.*

	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.	Physiology and Hygiene.
86	775	775	775	775	775	270	270	775
87	241	.....	136	136	136	106	106	106
88	342	238	277	342	173	173	223	223
89	452	452	452	345	175	60	175	287
90	109	.....	162	162	109	30	51	162
91	279	418	418	279	181	116	181	268
92	249	383	383	383	176	176	249	329
93	359	277	343	381	267	146	267	146
94	103	....	129	129	88	50	60	169
95	1,061	1,541	1,307	1,560	601	601	601	1,612
96	1,189	1,259	1,127	1,032	826	302	853	1,189
97	254	222	302	302	160	80	160	160
98	546	546	355	355	253	132	121	546
99	545	1,063	1,063	1,063	380	180	277	1,063
100	353	353	353	353	189	82	189	108
101	279	279	279	279	171	171	171	171
102	480	445	480	480	203	155	307	470
103	400	492	492	492	226	400	400	492
104	214	237	313	214	160	76	122	63
105	304	265	304	304	304	134	192	95
106	420	420	420	420	162	162	162	162
107	147	.....	132	177	89	89	115	39
108	248	.....	214	274	255	49	120	154
109	325	461	461	461	325	207	207	461
110	1,188	2,043	2,043	2,043	818	818	818	818
111	278	463	377	463	172	66	172	278
112	229	336	336	336	229	60	112	112
113	155	155	155	155	72	155	155	155
114	235	364	364	364	159	103	159	235
115	219	397	219	356	168	77	168	168
116	317	397	317	397	317	317	317	58
117	400	603	489	489	244	191	191	120
118	92	.....	193	92	92	10	47	92
119	485	485	485	485	263	75	166	166
120	363	363	363	363	184	145	171	363
121	302	543	302	302	302	101	210	302
122	311	224	562	311	209	97	112	97
	49,504	50,834	55,892	57,716	29,085	20,701	29,009	39,708
1	160,453	102,442	173,929	170,570	111,171	74,139	99,628	112,344
2	70,972	69,825	66,429	71,575	46,139	22,408	32,603	60,355
3	49,504	50,834	55,892	57,716	29,085	20,701	29,009	39,708
4	20,270	17,554	21,831	22,558	13,165	10,636	14,055	13,365
5	301,199	240,655	318,081	322.419	199,560	127,884	175,295	225,772
6	297,344	247,157	315,744	320,806	206,454	127,031	170,765	215,202
7	3,855	.....	2,337	1,613	.....	853	4,530	10,570
8	.....	6,502	.....	....	6,894	.....	.....	.....
9	75.92	60.66	80.18	81.27	50.30	32.23	44.18	56.91

THE PUBLIC

II.—Table B.—Number of pupils in the

Towns.—*Concluded.*	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.
86 Port Hope	775	775		775	
87 Powassan	241		16	22	22
88 Prescott	342	342			
89 Preston	452	452			
90 Rainy River			8	8	8
91 Renfrew	418	418			
92 Ridgetown	383	272			
93 St. Mary's	359	66			
94 Sandwich	169	169			
95 Sarnia	1,612	1,612			
96 Sault Ste. Marie	1,259	1,259			
97 Seaforth	302	302			
98 Simcoe	546	546			
99 Smith's Falls	1,063	1,063			
100 Southampton	200	353	17	28	28
101 Stayner	279	279	61	61	61
102 Steelton	480	422			
103 Strathroy	492	492			
104 Sturgeon Falls	277	191	13	13	13
105 Sudbury	265		22	304	39
106 Thessalon	420	420	35	35	35
107 Thornbury	160	160	14	17	17
108 Thorold	289	88			
109 Tillsonburg	461	461			
110 Toronto Junction	2,043	2,043			
111 Trenton	400	400			
112 Uxbridge	336	336			
113 Vankleek Hill	155	155			
114 Walkerton	209	364			
115 Walkerville	397	397	12	168	12
116 Wallaceburg	326		43	71	71
117 Waterloo	603	603			
118 Webbwood	92		10	10	10
119 Welland	483	483			
120 Whitby	363	363			
121 Wiarton	543	231			
122 Wingham	311				
Totals	58,096	43,303	1,031	8,887	1,375
Totals.					
1 Rural Schools	167,541	101,814	8,376	18,129	8,113
2 Cities	69,331	72,814	3,192	15,341	589
3 Towns	58,096	43,303	1,031	8,887	1,375
4 Villages	21,149	12,023	1,835	3,451	2,430
5 Grand Totals, 1907	316,117	229,954	14,434	45,808	12,507
6 Grand Totals, 1906	321,136	225,434	16,806	*	12,498
7 Increases		4,520			9
8 Decreases	5,019		2,372		
9 Percentages	79.68	57.96	3.64	11.54	3.15

*Not known.

SCHOOLS.—*Continued.*

various branches of instruction.—*Concluded.*

	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
86	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	22	4	5	.....	22	.....	.....	.....	.....
88	.....	.....	.....	.....	.....	.....	.....	.....	.....
89	.....	.....	.....	.....	.....	.....	.....	.....	.....
90	8	3	.....	.....	8	.....	.....	.....	.....
91	.....	.....	.....	.....	.....	.....	.....	.....	.....
92	.....	.....	.....	.....	.....	.....	.....	.....	.....
93	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	.....	.....	.....	.....	.....	.....	.....	.....	.....
100	28	18	17	3	28	17	.....	.....	.....
101	61	61	61	.....	61	61	.....	.....	.....
102	.....	.....	.....	.....	.....	.....	.....	.....	.....
103	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	13	13	.....	.....	.....	.....	.....	.....	.....
105	39	38	39	.....	39	.....	.....	.....	.....
106	35	35	31	.....	35	35	.....	.....	.....
107	17	10	1	.....	16	.....	.....	.....	.....
108	.....	.....	.....	.....	.....	.....	.....	.....	.....
109	.....	.....	.....	.....	.....	.....	.....	.....	.....
110	.....	.....	.....	.....	.....	.....	.....	.....	.....
111	.....	.....	.....	.....	.....	.....	.....	.....	.....
112	.....	.....	.....	.....	.....	.....	.....	.....	.....
113	.....	.....	.....	.....	.....	.....	.....	.....	.....
114	.....	.....	.....	.....	.....	.....	.....	.....	.....
115	12	9	.....	.....	12	12	.....	.....	.....
116	71	25	15	.....	71	.....	.....	.....	.....
117	.....	.....	.....	.....	.....	.....	.....	.....	.....
118	10	.....	.....	.....	10	10	.....	.....	.....
119	.....	.....	.....	.....	.....	.....	.....	.....	.....
120	.....	.....	.....	.....	.....	.....	.....	.....	.....
121	.....	.....	.....	.....	.....	.....	.....	.....	.....
122	.....	.....	.....	.....	.....	.....	.....	.....	.....
	1,326	914	706	960	1,161	436	95	1,022	512
1	6,855	2,736	5,293	228	4,826	3,162	10,886	1,826	293
2	1,141	82	82	.....	383	2,089	.....	28,840	11,708
3	1,326	914	706	960	1,161	436	95	1,022	512
4	2,222	1,572	1,101	131	2,063	1,064	227	767	.....
5	11,544	5,304	7,182	1,319	8,433	6,751	11,208	32,455	12,513
6	12,417	4,974	6,741	1,397	8,513	7,620	14,793	38,127	13,804
7	.....	330	441	.....	.....	.....	.....	.....	.....
8	873	.....	.....	78	80	869	3,585	5,672	1,291
9	2.91	1.33	1.81	.33	2.12	1.70	2.82	8.18	3.15

THE PUBLIC

III.—Table C.—Teachers, Salaries,

	Rural Schools.	Number of teachers.	Male.	Female.	Salaries. Highest salary paid.	Average salary of male teachers.	Average salary of female teachers.
1	Brant	70	13	57	600	490	418
2	Bruce	177	40	137	600	450	399
3	Carleton	140	14	126	700	440	397
4	Dufferin	94	11	83	500	424	399
5	Dundas	84	28	56	900	443	376
6	Durham	108	24	84	550	433	391
7	Elgin	120	27	93	800	501	364
8	Essex	120	32	88	700	475	408
9	Frontenac	146	18	128	600	348	293
10	Glengarry	77	7	70	500	398	376
11	Grey	236	58	178	550	444	393
12	Haldimand	81	16	65	700	450	397
13	Haliburton	60	12	48	575	350	291
14	Halton	59	11	48	550	469	415
15	Hastings	182	37	145	700	420	365
16	Huron	196	57	139	575	484	421
17	Kent	139	30	109	700	470	426
18	Lambton	173	21	152	550	441	399
19	Lanark	127	14	113	400	352	343
20	Leeds and Grenville	236	30	206	650	385	348
21	Lennox and Addington	119	15	104	500	356	343
22	Lincoln	68	17	51	600	490	385
23	Middlesex	193	43	150	600	472	438
24	Norfolk	105	26	79	550	416	379
25	Northumberland	105	33	72	600	439	378
26	Ontario	123	22	101	600	488	380
27	Oxford	131	44	87	800	521	410
28	Peel	81	23	58	600	454	414
29	Perth	119	39	80	600	505	452
30	Peterborough	103	13	90	650	442	353
31	Prescott and Russell	104	11	93	575	395	331
32	Prince Edward	77	14	63	700	436	361
33	Renfrew	158	19	139	600	413	332
34	Simcoe	234	65	169	800	473	383
35	Stormont	82	15	67	600	420	353
36	Victoria	111	25	86	600	443	374
37	Waterloo	100	33	67	600	511	408
38	Welland	88	14	74	700	479	369
39	Wellington	149	44	105	810	487	423
40	Wentworth	92	20	72	700	511	434
41	York	206	55	151	1,100	543	416
42	Algoma and Manitoulin	135	18	117	800	442	355
43	Muskoka	104	7	97	500	366	298
44	Nipissing, etc	84	14	70	725	419	314
45	Parry Sound	128	17	111	550	426	308
46	Rainy River and Thunder Bay	72	23	49	1,100	476	416
1	Totals, Rural Schools	5,696	1,169	4,527	1,100	458	379
2	" Cities	1,473	205	1,268	1,900	1,157	592
3	" Towns	1,175	187	988	1,200	800	406
4	" Villages	515	127	388	1,050	659	372
5	Grand Totals, 1907	8,859	1,688	7,171	1,900	596	420
6	" 1906	8,753	1,748	7,005	1,700	547	369
7	Increases	106	.....	166	200	49	51
8	Decreases	.....	60	.....	.....	.....	.....
9	Percentages	.....	19.05	80.94	.....	.....	.....

SCHOOLS.—***Continued.***

Certificates, Experience, etc.

Number of university graduates.	Number of teachers who have attended Normal School or Normal College.	Certificates.				
		Provincial First Class or Interim from Normal College.	Provincial Second Class or Interim from one of the Normal Schools.	Old County Board Certificates.	Third Class and renewals of Third Class.	District.	Temporary.
1.....	38	8	30	.....	32	.....	.....
2.....	37	1	36	.....	123	11	6
3 1	70	16	54	.....	51	2	17
4.....	19	3	16	.....	65	.....	10
5.....	19	2	17	.....	63	1	1
6.....	29	3	26	.....	79	.....	.....
7 1	47	8	39	.....	71	.....	2
8 1	34	7	27	1	66	16	3
9.....	22	1	21	.....	65	10	49
10 1	11	.....	11	1	46	14	5
11.....	57	3	54	1	171	3	4
12 1	28	7	21	.....	53	.....	.....
13 1	4	2	2	1	6	28	21
14.....	26	2	25	.....	32	.....	.....
15.....	39	5	33	2	86	12	44
16.....	77	6	72	.....	117	.....	1
17.....	52	5	47	.....	85	.....	2
18 1	61	5	56	.....	104	2	6
19.....	22	1	21	1	87	.....	17
20.....	44	5	39	.....	172	13	7
21.....	18	3	14	1	81	3	17
22.....	27	2	25	1	39	1	.....
23.....	95	7	88	1	97	.....	.....
24.....	37	2	35	.....	63	1	4
25.....	41	4	37	1	60	.....	3
26.....	45	2	43	.....	76	1	1
27.....	59	7	53	.....	71	.....	.....
28.....	30	3	27	.....	51	.....	.....
29.....	54	2	52	.....	65	.....	.....
30.....	24	2	22	.....	43	10	26
31.....	12	.....	12	.....	32	53	7
32.....	19	.....	19	.....	47	.....	11
33 1	8	1	7	.....	65	52	33
34.....	53	7	46	2	164	7	8
35.....	18	1	17	.....	49	10	5
36.....	26	1	25	.....	63	3	19
37.....	45	5	42	.....	49	3	1
38.....	27	3	24	2	57	1	1
39.....	61	9	53	.....	86	.....	1
40.....	52	12	41	.....	39	.....	.....
41 1	133	14	119	2	71	.....	.....
42.....	5	.....	6	1	20	80	28
43.....	.....	.....	.....	1	15	48	40
44.....	9	.....	9	.....	11	10	54
45.....	2	.....	2	3	21	68	34
46 1	20	1	17	.....	18	9	27
1 10	1,656	178	1,482	22	3,027	472	515
2 37	1,426	289	1,140	8	35	.....	1
3 24	972	157	818	13	159	19	9
4 10	366	87	279	5	126	12	6
5 81	4,420	711	3,719	48	3,347	503	531
6 94	4,425	675	3,835	63	3,126	460	594
7.....	.....	36	.....	.....	221	43	.....
8 13	5	.....	116	15	.....	.....	63
9 .91	49.89	8.02	41.98	.54	37.78	5.68	5.99

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III.—Table C.—Teachers, Salaries,

Rural Schools.	Experience.				
	Average experience in years of male teachers.	Average experience in years of female teachers.	Average experience in years of all teachers.	No. of teachers who at end of year have taught less than one year.	1 year, but less than 2 years.
1 Brant	6.19	4.03	4.43	10	8
2 Bruce	3.39	3.63	3.58	17	46
3 Carleton	4.61	3.31	3.44	25	33
4 Dufferin	4.68	3.05	3.24	4	32
5 Dundas	6.62	3.16	4.31	6	27
6 Durham	6.54	3.71	4.34	.....	43
7 Elgin	6.55	3.95	4.54	4	29
8 Essex	7.72	3.74	4.80	14	31
9 Frontenac	6.03	3.89	4.15	11	47
10 Glengarry	8.5	5.62	5.88	4	15
11 Grey	6.23	3.13	3.89	28	65
12 Haldimand	3.9	4.03	4.00	3	31
13 Haliburton	5.27	3.56	3.90	13	12
14 Halton	7·59	4.84	5.35	6	12
15 Hastings	8.52	3.63	4.62	31	40
16 Huron	9.26	4.51	5.89	5	36
17 Kent	8.18	4.19	5.05	16	33
18 Lambton	6.58	3.6	3.96	22	44
19 Lanark	3.57	4.44	4.03	6	35
20 Leeds and Grenville	5.42	4.35	4.48	14	49
21 Lennox and Addington	5.46	4.4	4.53	9	30
22 Lincoln	8.06	4.42	5.33	4	11
23 Middlesex	10.2	4.53	5.8	15	41
24 Norfolk	8.43	4.68	5.61	10	15
25 Northumberland	5.71	5.08	5.28	11	23
26 Ontario	9.35	4.09	5.03	12	26
27 Oxford	8.72	4.61	5.99	14	19
28 Peel	6.74	4.9	5.42	2	18
29 Perth	8.74	4.03	5.57	11	24
30 Peterborough	5.40	3.35	3.61	12	23
31 Prescott and Russell	9.9	5.13	5.63	7	16
32 Prince Edward	6.78	4.38	4.82	4	20
33 Renfrew	4.22	3.88	3.92	11	37
34 Simcoe	6.78	3.50	4.41	20	52
35 Stormont	4.00	4.59	4.48	6	15
36 Victoria	9.95	4.01	5.35	9	28
37 Waterloo	11.56	3.84	6.39	6	15
38 Welland	8.98	4.50	5.22	6	16
39 Wellington	7.00	4.32	5.11	5	46
40 Wentworth	10.57	4.92	6.15	2	22
41 York	10.75	6.14	7.37	12	25
42 Algoma and Manitoulin	4.37	3·45	3.57	22	29
43 Muskoka	5.18	3.92	4.00	19	22
44 Nipissing, etc	9.11	4.26	5.06	14	8
45 Parry Sound	3.94	3.81	3.83	19	33
46 Rainy River and Thunder Bay	8.76	2.92	4.72	16	12
1 Totals, Rural Schools	7.41	4.11	4.78	517	1,294
2 " Cities	19.71	14.25	15.02	16	25
3 " Towns	17.51	10.48	11.60	40	50
4 " Villages	13.65	7.04	8.67	38	48
5 Grand Totals, 1907	10.49	6.93	7.61	611	1,417
6 " 1906	9.96	6.70	7.35	437	1,345
7 Increases	.53	.23	.26	174	72
8 Decreases	.....	.....	.....	.....	.....
9 Percentages	.....	.....	.....	6.89	15.9

SCHOOLS.—*Continued.*

Certificates, Experience, etc.—*Continued.*

		Experience.											
	2 years	3 years.	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.
1	14	10	3	2	2	3	6	.....	1	1	3	.....	.....
2	34	30	10	7	2	9	4	6	1	1	3	2	1
3	21	15	8	11	2	7	6	2	3	2	1	.....	.....
4	15	12	15	6	1	1	.....	1	1	2	1	.....	1
5	15	16	3	1	4	.....	1	.....	1	2	2	.....	1
6	15	14	10	2	1	4	3	1	1	3	3	1	1
7	15	19	20	5	3	7	2	5	.....	1	2	1	1
8	20	13	13	4	7	4	.....	1	1	2	.....	.....	1
9	16	24	6	8	2	3	3	2	5	4	6	4	.....
10	13	9	8	2	4	3	3	.....	4	2	2	.....	.....
11	38	24	22	10	18	9	5	2	3	3	2	1	2
12	16	11	3	.....	4	3	.....	.....	3	1	1	.....	1
13	11	4	3	4	1	1	3	1	1	1	2	.....	.....
14	14	6	2	2	2	1	1	1	2	.....	1	.....	1
15	28	13	14	8	3	7	3	6	4	2	6	2	1
16	34	27	16	15	5	8	10	4	7	3	6	.....	1
17	20	20	9	8	3	4	4	3	2	.....	1	2	3
18	36	16	12	8	7	4	3	3	2	2	1	.....	2
19	23	8	10	10	4	6	7	2	4	2	2	.....	2
20	58	31	22	5	14	5	5	2	4	6	3	.....	2
21	15	14	11	10	7	5	2	3	4	2	1	.....	.....
22	15	8	4	6	3	6	2	1	1	1	1	.....	.....
23	31	29	6	8	9	6	6	4	6	4	2	3	2
24	19	12	7	7	5	6	4	1	1	4	1	.....	3
25	23	8	8	1	4	2	9	2	1	2	1	.....	1
26	22	8	7	14	6	1	4	3	3	2	1	2	2
27	20	20	8	9	3	4	6	1	3	2	5	.....	2
28	17	13	8	2	4	2	3	.....	4	2	1	1	.....
29	18	16	8	5	5	1	8	1	3	3	1	.....	1
30	13	13	17	5	6	3	2	2	3	2	.....	.....	.....
31	11	24	7	9	10	3	2	4	1	.....	2	.....	1
32	9	9	8	6	4	2	1	3	4	1	1	.....	.....
33	24	20	19	10	11	3	2	6	5	3	2	2	.....
34	45	34	12	24	9	7	2	2	8	1	1	3	.....
35	15	14	6	5	7	2	1	3	1	.....	1	1	.....
36	16	14	9	3	6	7	3	2	4	.....	1	2	1
37	18	17	11	2	5	2	4	3	1	.....	1	2	1
38	24	12	3	4	2	2	3	2	1	1	1	1	2
39	26	17	5	7	6	3	7	3	3	4	3	1	3
40	13	6	10	3	6	3	6	3	3	1	2	1	1
41	24	27	15	10	9	10	11	5	12	3	5	8	4
42	28	18	9	7	4	4	1	.....	6	1	.....	1	1
43	13	13	4	7	8	4	4	1	4	1	.....	1	.....
44	12	7	10	8	5	2	5	2	2	2	.....	.....	.....
45	15	13	14	8	7	2	4	3	5	.....	1	1	.....
46	6	6	4	5	2	3	3	.....	.....	1	2	4	2
1	948	714	439	303	237	184	174	102	139	83	85	47	48
2	46	59	61	59	76	75	54	64	50	60	42	41	55
3	64	81	81	80	72	75	65	56	59	51	29	39	24
4	43	49	34	31	32	27	15	21	22	13	17	15	7
5	1,101	903	615	473	417	361	308	243	270	207	173	142	134
6	1,123	960	598	541	462	368	318	278	289	190	203	150	131
7	.....	.....	17	.....	.....	.....	.....	.....	.....	17	.....	.....	3
8	22	57	.....	68	45	7	10	35	19	.....	30	8	.....
9	12 4	10.2	6.9	5.3	4.7	4.1	3.4	2.7	3.	2.3	1.9	1.6	1.5

THE PUBLIC

III.—Table C.—Teachers, Salaries,

Rural Schools.	Experience.												
	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.	22 years.	23 years.	24 years.	25 years.	26 years.	27 years.
1 Brant	3	2	....	2	....	....	....	....	....	....	....	....	....
2 Bruce	....	1	1	1	....	1	....	....	....	....	....	....	....
3 Carleton	1	2	1	....	....	....	....	....	....	....	....	....	....
4 Dufferin	....	1	1	....	....	....	....	....	....	....	....	....	....
5 Dundas	....	....	1	....	....	....	....	....	1	....	1	....	....
6 Durham	1	....	....	1	....	....	....	1	....	....	2	....	1
7 Elgin	2	....	....	2	....	....	....	....	....	....	....	....	1
8 Essex	1	....	3	1	....	....	....	....	....	1	....	....	....
9 Frontenac	2	....	....	1	....	1	....	1	....	....	....	....	....
10 Glengarry	....	....	....	1	2	....	....	1	....	1	2	....	....
11 Grey	1	....	....	....	1	1	....	....	....	....	1	1	....
12 Haldimand	1	1	....	....	....	....	....	....	1	1	....	....	....
13 Haliburton	1	....	1	1	....	....	....	....	....	....	....	....	....
14 Halton	3	....	1	1	....	1	....	1	....	....	....	....	....
15 Hastings	1	2	....	1	2	1	2	....	1	2	2	....	....
16 Huron	3	....	5	....	....	1	1	2	....	....	....	....	2
17 Kent	1	....	....	....	1	2	....	....	....	1	....	....	1
18 Lambton	1	4	1	....	....	1	....	1	....	....	1	1	....
19 Lanark	1	3	....	....	1	....	....	....	....	....	....	....	....
20 Leeds and Grenville	2	5	1	....	3	2	....	....	....	....	1	....	....
21 Lennox and Addington	....	....	1	....	1	2	....	....	....	....	....	....	....
22 Lincoln	1	1	....	....	....	....	....	....	....	....	....	....	....
23 Middlesex	7	1	1	2	2	1	1	....	1	1	2	....	....
24 Norfolk	2	....	....	....	2	1	....	1	1	1	1	....	....
25 Northumberland	2	....	1	....	1	1	....	1	....	....	....	....	....
26 Ontario	3	1	1	1	1	....	....	....	....	1	1	....	....
27 Oxford	....	1	1	1	2	2	1	....	1	1	1	1	....
28 Peel	....	....	1	....	....	....	....	....	....	1	....	....	....
29 Perth	1	1	3	1	2	....	....	....	3	1	1	....	....
30 Peterborough	....	....	1	1	....	....	....	....	....	....	....	....	....
31 Prescott and Russell	....	....	1	....	....	....	1	....	1	....	....	1	....
32 Prince Edward	....	....	1	1	....	2	....	....	....	....	....	....	1
33 Renfrew	....	2	....	....	....	1	....	....	....	....	....	....	....
34 Simcoe	2	1	2	1	....	2	....	1	3	....	....	....	....
35 Stormont	2	1	....	....	1	....	....	....	....	....	....	....	....
36 Victoria	....	....	....	....	....	....	1	....	....	1	1	....	....
37 Waterloo	1	1	1	1	....	....	1	....	1	1	....	....	2
38 Welland	....	....	1	....	....	1	1	....	....	2	1	....	....
39 Wellington	2	....	1	....	1	....	....	2	1	....	....	1	....
40 Wentworth	1	3	....	....	1	2	....	....	....	....	....	....	....
41 York	4	3	2	2	3	2	3	....	1	1	....	1	1
42 Algoma and Manitoulin	....	....	1	1	....	1	....	....	....	....	1	....	....
43 Muskoka	1	....	....	....	....	....	....	....	....	....	....	....	....
44 Nipissing, etc	1	1	1	1	....	1	1	....	....	....	....	1	....
45 Parry Sound	1	....	....	....	1	....	1	....	....	....	....	....	....
46 Rainy River and Thunder Bay	....	....	2	1	....	....	1	1	....	....	....	....	....
1 Totals, Rural Schools	56	38	39	26	28	30	15	13	16	17	19	7	9
2 " Cities	47	54	38	45	42	49	52	54	39	15	33	24	27
3 " Towns	29	22	24	27	21	21	18	19	9	13	13	8	11
4 " Villages	12	13	8	5	11	9	6	2	1	5	4	4	5
5 Grand Totals, 1907	144	127	109	103	102	109	91	88	65	50	69	43	52
6 " 1906	161	126	106	109	89	105	78	61	51	47	51	39	51
7 Increases	....	1	3	....	13	4	13	27	14	3	18	4	1
8 Decreases	17	....	....	6	....	....	....	....	....	....	....	....	....
9 Percentages	1.6	1.4	1.2	1.1	1.1	1.2	1.	.9	.7	.5	.77	.4	.58

SCHOOLS.—*Continued.*
Certificates, Experience, etc.—*Concluded.*

		Experience.												
	28 years.	29 years.	30 years.	31 years.	32 years.	33 years.	34 years.	35 years.	36 years.	37 years.	38 years.	39 years.	40 years and over.
1													
2													
3													
4													
5		1	1										
6													
7													1
8					1								2
9													
10	1												
11	1		1		1								1
12													
13													
14	1												
15													
16	2	1			1								1
17			5										
18				1									
19								1					
20		1								1			
21			1		1								
22			1			1					1		
23								1					1
24						1							
25	1												2
26							1						
27	1			1	1								
28					1								1
29				1									
30													
31				2								1	
32													
33													
34								1		1			
35							1						
36	1							1					1
37		1	2										
38		1	1										
39		1		1									
40			3										
41				1	1					1			
42													
43	1						1						
44													
45													
46				1									
1	9	6	15	8	7	2	3	4		3	1	1	10
2	24	13	22	11	13	5	12	16	10	10	10	7	18
3	4	11	13	6	6	6	3	1	4	7	1	3	9
4	4	1	2		1	1	2	1	2	1		1	2
5	41	31	52	25	27	14	20	22	16	21	12	12	39
6	32	32	44	17	19	18	20	24	17	13	12	8	30
7	9		8	8	8					8		4	9
8		1				4		2	1				
9	.4	.3	.58	.28	.3	.1	.2	.2	.18	.2	.1	.1	.4

THE PUBLIC

IV.—Table D.—School

Totals.	School Houses.					School Visits.				
	Number of Schools.	Brick.	Stone.	Frame.	Log.	By Inspector.	By Trustees.	By Clergymen.	By other persons.	Total.
1 Rural Schools	5,236	2,322	426	2,258	230	10,181	6,582	2,587	16,997	36,347
2 Cities	191	168	17	6	.....	3,824	1,653	431	11,820	17,728
3 Towns	241	168	30	43	.....	2,059	2,220	401	2,504	7,184
4 Villages	151	120	11	20	.....	818	503	228	1,193	2,742
5 Grand Totals, 1907	5,819	2,778	484	2,327	230	16,882	10,958	3,647	32,514	64,001
6 Grand Totals, 1906	5,797	2,743	508	2,308	238	16,469	11,420	3,731	34,537	66,157
7 Increases	22	35	.....	19	.....	413	.....	.....	.....	.....
8 Decreases	.....	.....	24	.....	8	.....	462	84	2,023	2,156
9 Percentages	.....	47.74	8.32	39.99	3.95	26.37	17.12	5.7	50.8	.....

SCHOOLS.—*Continued.*

Houses, Prayers, etc.

	Maps and Globes.		Examinations. Prizes.		Lectures.			Number of Trees planted on Arbor Day.	Number of Schools using authorized Scripture Readings.	Number of Schools opened or closed with Prayer.	Number of Schools using the Bible.	Number of Schools imparting Religious Instruction.
	Number of Maps.	Number of Globes.	Number of Schools holding Public Examinations.	Number of Schools distributing Prizes or Merit Cards.	By Inspector.	By other persons.	Total.					
1	51,768	5,387	1,727	739	603	123	726	5,856	2,930	5,019	2,393	1,308
2	6,446	330	46	107	6	56	62	*36	58	185	171	8
3	3,003	347	44	36	40	51	91	96	104	228	162	22
4	1,870	200	44	24	65	64	129	137	98	142	82	17
5	63,087	6,264	1,861	906	714	294	1,008	6,125	3,190	5,574	2,808	1,355
6	56,671	5,595	1,968	798	1,404	213	1,617	5,609	3,151	5,525	2,715	1,202
7	6,416	669	.....	108	.....	81	.....	516	39	49	93	153
8	... .	.....	107	.....	690	.....	609	.....	.....	.....	.....	.....
9	†10.84	†1.07	31.98	15.56	70.83	29.16	.....	.....	54.82	95.79	48.25	23.28

*In addition there were set out 16,230 plants and 10,000 bulbs in the City of Toronto.
†To each school.

THE PUBLIC

V.—Table E.—

Rural Schools.	Receipts.			
	Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
1 Brant	5,788 98	36,919 30	30,407 14	73,115 42
2 Bruce	13,140 26	89,471 55	45,544 98	148,156 79
3 Carleton	10,464 21	64,820 99	25,569 55	100,854 75
4 Dufferin	5,525 61	48,701 31	20,903 80	75,130 72
5 Dundas	4,814 99	42,663 72	13,858 71	61,337 42
6 Durham	7,019 94	56,580 90	23,281 93	86,882 77
7 Elgin	9,761 75	65,854 61	45,906 23	121,522 59
8 Essex	9,186 99	62,755 38	33,821 32	105,763 69
9 Frontenac	10,959 78	46,274 43	18,758 57	75,992 78
10 Glengarry	3,820 38	32,260 29	16,392 93	52,473 60
11 Grey	15,179 41	117,302 52	55,748 53	188,230 46
12 Haldimand	5,218 81	43,914 55	29,747 08	78,880 44
13 Haliburton	8,103 22	12,954 67	6,343 63	27,401 52
14 Halton	4,301 46	29,944 65	16,104 46	50,350 57
15 Hastings	16,172 97	78,655 71	38,577 46	133,406 14
16 Huron	14,590 72	99,949 00	46,797 08	161,336 80
17 Kent	12,489 52	80,269 22	58,262 01	151,020 75
18 Lambton	11,169 76	94,746 54	35,989 59	141,905 89
19 Lanark	7,174 12	47,709 41	18,243 82	73,127 35
20 Leeds and Grenville	11,636 50	99,785 20	35,940 95	147,362 65
21 Lennox and Addington	7,299 97	43,916 60	20,239 90	71,456 47
22 Lincoln	4,457 34	36,660 06	19,886 37	61,003 77
23 Middlesex	16,672 06	107,006 13	57,447 16	181,125 35
24 Norfolk	5,986 59	51,218 94	40,764 09	97,969 62
25 Northumberland	6,486 75	48,731 05	27,575 86	82,793 66
26 Ontario	9,946 35	64,214 24	28,711 77	102,872 36
27 Oxford	12,368 61	76,492 50	56,928 37	145,789 48
28 Peel	5,955 36	42,594 06	23,299 63	71,849 05
29 Perth	11,165 47	66,656 84	36,620 08	114,442 39
30 Peterborough	8,295 90	42,605 05	18,610 07	69,511 02
31 Prescott and Russell	9,625 69	40,780 56	19,929 31	70,335 56
32 Prince Edward	4,047 01	33,815 33	13,886 92	51,749 26
33 Renfrew	8,020 44	56,280 17	33,584 14	97,884 75
34 Simcoe	16,290 67	114,938 45	69,901 00	201,130 12
35 Stormont	3,654 17	34,984 72	10,336 88	48,975 77
36 Victoria	9,681 49	48,212 39	21,776 29	79,670 17
37 Waterloo	8,605 72	64,110 60	56,048 92	128,765 24
38 Welland	4,884 46	40,436 95	29,948 47	75,269 88
39 Wellington	13,346 80	76,080 30	50,715 39	140,142 49
40 Wentworth	7,848 53	46,006 41	41,157 37	95,012 31
41 York	17,081 31	138,695 53	133,882 01	289,658 85
42 Algoma and Manitoulin	21,896 55	47,596 40	25,672 22	95,165 17
43 Muskoka	14,879 51	24,404 69	13,461 10	52,745 30
44 Nipissing, etc	16,490 27	28,147 47	11,070 48	55,708 22
45 Parry Sound	17,050 12	33,229 93	13,975 37	64,255 42
46 Rainy River and Thunder Bay	10,361 80	29,323 53	12,481 56	52,166 89
47 Albany and Moose Fort	300 00			300 00
Totals	459,218 32	2,688,672 85	1,504,110 50	4,652,001 67

SCHOOLS.—*Continued.*

Financial Statement.

	Expenditure.					Balances.
	Teachers' Salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel, and other expenses.	Total expenditure for all Public School purposes.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	30,126 10	2,864 56	2,619 54	10,401 31	46,011 51	27,103 91
2	73,385 66	7,943 07	3,749 64	20,169 05	105,247 42	42,909 37
3	55,795 09	7,740 96	2,748 07	17,952 68	84,236 80	16,617 95
4	37,740 34	4,607 81	1,337 29	11,775 18	55,460 62	19,670 10
5	33,120 34	4,302 86	4,509 73	9,682 72	51,615 65	9,721 77
6	43,539 61	4,430 89	2,808 88	13,309 04	64,088 42	22,794 35
7	51,649 49	7,296 35	5,002 64	20,879 44	84,827 92	36,694 67
8	51,295 88	8,367 41	4,713 46	17,056 07	81,432 82	24,330 87
9	41,264 17	1,532 16	2,071 93	9,038 17	53,906 43	22,086 35
10	28,523 53	4,690 40	1,492 15	6,789 87	41,495 95	10,977 65
11	94,329 97	10,555 84	8,945 85	31,903 14	145,734 80	42,495 66
12	32,021 44	11,135 62	3,870 04	11,175 86	58,202 96	20,677 48
13	14,542 95	1,444 58	1,803 41	3,977,67	21 768 61	5,632 91
14	25,022 49	1,779 61	1,205 21	8,834 17	36,841 48	13,509 09
15	64,349 28	7,517 27	5,193 49	16,558 37	93,618 41	39,787 73
16	86,739 87	14,637 47	2,902 00	23,898 64	128,177 98	33,158 82
17	62,181 23	5,212 66	5,184 46	20,643 61	93,221 96	57,798 79
18	69,783 97	9,672 54	4,367 10	23,495 91	107,319 52	34,586 37
19	43,324 17	2,101 26	1,610 69	8,837 16	55,873 28	17.254 07
20	82,794 28	3,162 47	6,180 85	19,392 66	111,530 26	35,832 39
21	39,396 92	2,355 98	5,300 05	10,263 01	57,315 96	14,140 51
22	27,674 60	990 70	2,649 67	11,475 94	42,790 91	18,212 86
23	86,226 30	4,966 67	7,840 85	27,914 33	126,948 15	54,177 20
24	40,367 68	7,221 13	1,885 75	9,831 17	59,305 73	38,663 89
25	42,160 41	4,644 05	2,245 44	11,538 89	60,588 79	22,204 87
26	53,190 18	3,442 94	3,287 85	17,439 67	77,360 64	25,511 72
27	60,775 61	9,799 84	3,103 03	17,192 35	90,870 83	54,918 65
28	34,185 27	7,367 18	2,683 33	11,229 97	55,465 75	16,383 30
29	55,719 14	10,512 87	4,392 15	16,183 77	86,807 93	27,634 46
30	36,052 62	5,455 29	3,493 19	9,305 07	54,306 17	15,204 85
31	34,625 18	4,933 07	3,299 15	11,990 69	54,848 09	15,487 47
32	28,571 85	2,930 21	1,548 45	7,109 58	40,160 09	11,589 17
33	52,650 64	10,795 95	1,252 29	10,842 33	75,541 21	22.343 54
34	94,550 50	13,341 22	4,854 57	29,163 54	141,909 83	59,220 29
35	30,469 40	2,648 34	1,441 58	7,228 49	41,787 81	7,187 96
36	41,959 95	4,067 77	2,434 52	12,658 19	61,120 43	18,549 74
37	44,609 98	15,202 47	2,141 07	13,606 09	75,559 61	53,205 63
38	33,831 74	6,852 58	1,221 75	10,267 66	52,173 73	23,096 15
39	66,376 72	4,675 17	1,691 49	25,931 65	98,675 03	41,467 46
40	40,599 73	4,141 99	1,574 85	13,149 70	59,466 27	35,546 04
41	90,198 66	78,052 00	6,162 86	40,306 96	214,720 48	74,938 37
42	46,058 84	10,512 72	2,035 55	14,008 26	72,615 37	22,549 80
43	28,236 87	2,365 41	2,030 26	12,537 55	45,170 09	7,575 21
44	24,627 26	6,360 25	2,008 05	16,865 16	49,860 72	5,847 50
45	35,272 00	3,890 42	2,632 60	12,925 69	54,720 71	9,534 71
46	25,633 62	6,164 55	2,423 54	9,259 32	43,481 03	8,685 86
47	300 00				300 00	
	2,215,851 53	354,686 56	147,950 32	695,995 75	3,414,484 16	1,237,517 51

THE PUBLIC

V.—Table E.—

Cities.	Receipts.			
	Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
1 Belleville	908 00	13,755 72	2,486 51	17,150 23
2 Brantford	*2,536 99	74,159 00	3,513 18	80,209 17
3 Chatham	1,297 45	21,181 76	536 38	23,015 59
4 Ft. William	836 00	15,958 27	2,156 46	18,950 73
5 Guelph	*2,131 13	24,726 95	172 75	27,030 83
6 Hamilton	*8,036 70	122,316 26	18,686 17	149,039 13
7 Kingston	2,126 23	29,365 00	3,885 97	35,377 20
8 London	†7,083 93	143,381 91	3,142 06	153,607 90
9 Niagara Falls	886 00	12,690 00	301 09	13,877 09
10 Ottawa	*7,705 51	302,015 00	11,533 62	321,254 13
11 Peterborough	1,430 41	25,690 00	39,074 74	66,195 15
12 Port Arthur	1,136 00	53,800 00	4,874 28	59,810 28
13 St. Catharines	1,186 26	19,751 77	5,491 63	26,429 66
14 St. Thomas	1,855 50	25,550 00	3,112 99	30,518 49
15 Stratford	1,608 46	24,150 00	3,058 56	28,817 02
16 Toronto	*32,410 69	1,043,091 00	223,709 41	1,299,211 10
17 Windsor	1,455 00	30,331 00	2,408 91	34,194 91
18 Woodstock	*1,540 00	16,550 00	1,854 47	19,944 47
Totals	76,170 26	1,998,463 64	329,999 18	2,404,633 08
Towns.				
1 Alexandria	29 00	519 38	1,738 36	2,286 74
2 Alliston	539 00	3,245 00	1,256 25	5,040 25
3 Almonte	241 00	4,184 98	844 55	5,270 53
4 Amherstburg	497 00	1,580 00	14,214 94	16,291 94
5 Arnprior	283 00	4,824 00	2,322 85	7,429 85
6 Aurora	184 00	3,200 00	86 30	3,470 30
7 Aylmer	263 76	4,662 02	373 62	5,299 40
8 Barrie	801 00	15,000 00	8,002 33	23,803 33
9 Berlin	1,501 09	25,946 54	788 70	28,236 33
10 Blenheim	536 00	4,532 45	843 75	5,912 20
11 Blind River	265 00	8,846 79	110 00	9,221 79
12 Bonfield	200 00	227 96	361 75	789 71
13 Bothwell	468 00	1,993 33	314 83	2,776 16
14 Bowmanville	309 00	5,500 00	1 09	5,810 09
15 Bracebridge	1,378 00	6,073 00	5,977 21	13,428 21
16 Brampton	491 00	5,300 00	1,088 58	6,879 58
17 Brockville	*1,666 00	14,700 00	2,214 15	18,580 15
18 Bruce Mines	474 00	2,017 00	152 22	2,643 22
19 Cache Bay	152 00	1,648 00	10 00	1,810 00
20 Campbellford	271 00	3,320 99	1,429 58	5,021 57
21 Carleton Place	442 00	6,845 00	66 38	7,353 38
22 Chesley	205 00	3,800 00	1,775 51	5,780 51
23 Clinton	418 00	3,950 00	362 44	4,730 44
24 Cobalt	72 00	.....	7,486 31	7,558 31
25 Cobourg	571 27	6,600 00	546 07	7,717 34
26 Collingwood	820 78	17,700 00	812 57	19,333 35
27 Copper Cliff	252 00	8,009 54	4,785 76	13,047 30
28 Cornwall	*702 00	7,850 00	218 00	8,770 00
29 Deseronto	343 00	5,967 00	510 39	6,820 39

*Grant for Technical Education included.
†Including Grant to Normal School.

SCHOOLS.—*Continued.*

Financial Statement.—*Continued*

	Expenditure.					
	Teachers' Salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes, and school books.	Rents and repairs, fuel, and other expenses.	Total expenditure for all Public School purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	9,726 62	.....	235 42	6,070 15	16,032 19	1,118 04
2	26,497 46	29,457 19	3,135 01	21,073 52	80,163 18	45 99
3	16,317 25	.....	.....	6,698 34	23,015 59	.....
4	9,384 40	4,738 56	.....	4,503 63	18,626 59	324 14
5	18,259 40	52 25	224 25	8,494 93	27,030 83	.....
6	105,617 46	601 30	8,698 45	26,135 96	141,053 17	7,985 96
7	24,311 66	.....	1,542 67	9,522 87	35,377 20	.....
8	88,225 09	29,979 24	106 57	35,297 00	153,607 90	.....
9	9,065 25	2,178 08	72 89	1,700 00	13,016 22	860 87
10	104,959 60	136,937 26	3,335 39	50,716 81	295,949 06	25,305 07
11	21,062 50	33,934 88	2,444 43	8,753 34	66,195 15	.....
12	11,582 48	37,995 97	1,212 77	4,741 64	55,532 86	4 277 42
13	12,760 54	.....	.....	12,583 70	25,344 24	1,085 42
14	19,519 25	.....	40 00	10,869 34	30,428 59	89 90
15	16,865 00	34 70	.....	11,917 32	28,817 02	.....
16	573,348 42	269,703 96	4,696 24	236,751 64	1,084,500 26	214,710 84
17	22,800 58	1,571 31	92 23	9,442 51	33,906 63	288 28
18	13,439 00	.....	1,097 05	4,881 71	19,417 76	526 71
	1,103,741 96	547,184 70	26,933 37	470,154 41	2,148,014 44	256 618 64
1	825 00	35 50	.....	1,308 35	2,168 85	117 89
2	3,178 35	.....	.....	1,523 32	4,701 67	338 58
3	4,012 03	.....	.....	1,086 81	5,098 84	171 69
4	3,830 00	102 64	169 76	12,167 21	16,269 61	22 33
5	3,982 18	.....	4 40	1,573 51	5,560 09	1,869 76
6	2,580 74	.....	27 47	822 37	3,430 58	39 72
7	3,548 34	446 68	98 28	1,206 10	5,299 40	.....
8	10,974 51	8,291 30	170 00	3,852 38	23,288 19	515 14
9	18,581 51	1,763 55	1,344 77	5,274 24	26,964 07	1,272 26
10	3,783 75	430 43	65 62	838 20	5,118 00	794 20
11	3,362 37	1,850 00	344 50	3,153 05	8,709 92	511 87
12	547 00	.....	.....	70 00	617 00	172 71
13	2,163 62	.....	212 19	355 91	2,731 72	44 44
14	4,077 92	129 98	.....	1,473 53	5,681 43	128 66
15	6,495 79	4,415 61	175 08	2,204 83	13,291 31	136 90
16	4,908 10	789 55	2 50	802 57	6,502 72	376 86
17	11,473 68	710 00	81 18	6,267 52	18,532 38	47 77
18	1,990 00	.....	.....	637 08	2,627 08	16 14
19	1,413 25	.....	.....	320 84	1,734 09	75 91
20	3,664 81	.....	.....	1,356 76	5,021 57	.....
21	4,946 55	.....	30 00	2,228 76	7,205 31	148 07
22	2,274 04	.....	.....	3,137 18	5,411 22	369 29
23	3,627 63	.....	.....	934 93	4,562 56	167 88
24	1,710 50	5,278 86	47 90	517 25	7,554 51	3 80
25	5,148 25	.....	.....	1,641 88	6,790 13	927 21
26	11,492 70	1,981 37	411 20	4,049 98	17,935 25	1,398 10
27	3,385 24	.....	.....	7,828 77	11,214 01	1,833 29
28	6,043 02	.....	.....	2,493 54	8,536 56	233 44
29	4,812 02	.....	64 00	1,617 51	6,493 53	326 86

THE PUBLIC

V.—Table E.—

Towns.—*Continued.*	Receipts.			
	Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
30 Dresden	575 00	3,985 00	375 64	4,935 64
31 Dundas	312 00	5,550 00	125 13	5,987 13
32 Dunnville	277 00	4,331 37	167 53	4,775 90
33 Durham	910 00	5,665 93	2,698 97	9,274 90
34 East Toronto	415 00	18,322 47	5,524 45	24,261 92
35 Englehart	82 50	500 00	300 00	882 50
36 Essex	143 00	3,600 00	213 07	3,956 07
37 Forest	328 00	2,749 85	566 76	3,644 61
38 Fort Frances	478 00	3,424 00	268 30	4,170 30
39 Galt	915 95	21,600 00	1,007 41	23,523 36
40 Gananoque	583 00	6,566 39	1,988 88	9,138 27
41 Goderich	577 00	6,525 10	185 00	7,287 10
42 Gore Bay	1,071 00	1,801 00	555 20	3,427 20
43 Gravenhurst	268 00	4,632 00	164 99	5,064 99
44 Haileybury	135 00	6,566 00	6,056 15	12,757 15
45 Hanover	428 00	4,490 00	401 19	5,319 19
46 Harriston	181 00	7,398 94	42 74	7,622 68
47 Hawkesbury	53 00	1,838 75	1,465 51	3,357 26
48 Hespeler	325 26	4,977 50	513 91	5,816 67
49 Huntsville	637 00	5,267 63	725 37	6,630 00
50 Ingersoll	632 95	7,890 92	364 08	8,887 95
51 Kincardine	444 00	4,806 00	165 98	5,415 98
52 Kingsville	174 00	4,350 00	438 88	4,962 88
53 Kenora	456 00	15,648 60	81 55	16,186 15
54 Latchford	160 00	750 00	1,275 00	2,185 00
55 Leamington	314 00	4,400 00	120 14	4,834 14
56 Lindsay	738 00	13,133 51	1,147 91	15,019 42
57 Listowel	289 95	4,465 00	106 21	4,861 16
58 Little Current	588 00	2,127 00	878 91	3,593 91
59 Massey	82 00	1,323 01	1,129 65	2,534 66
60 Mattawa	29 00	1,146 42	104 73	1,280 15
61 Meaford	411 00	4,150 00	2,813 41	7,374 41
62 Midland	429 00	8,107 80	22,962 04	31,498 84
63 Milton	693 00	3,101 30	1,146 67	4,940 97
64 Mitchell	207 00	3,493 00	73 02	3,773 02
65 Mount Forest	367 00	3,723 00	775 21	4,865 21
66 Napanee	458 00	5,850 00	642 58	6,950 58
67 New Liskeard	1,042 00	2,000 00	4,690 96	7,732 96
68 Newmarket	431 00	4,000 00	1,837 27	6,268 27
69 Niagara	158 00	1,800 00	89 70	2,047 70
70 North Bay	307 00	8,069 58	5,516 72	13,893 30
71 North Toronto	339 00	10,338 07	168 06	10,845 13
72 Oakville	174 00	4,100 00	439 65	4,713 65
73 Orangeville	436 00	5,396 00	155 74	5,987 74
74 Orillia	465 00	11,500 00	8,311 06	20,276 06
75 Oshawa	513 00	8,107 00	6,935 25	15,555 25
76 Owen Sound	1,364 68	19,800 00	2,028 10	23,192 78
77 Palmerston	591 00	4,150 00	136 79	4,877 79
78 Paris	361 00	5,600 00	306 77	6,267 77
79 Parkhill	140 00	1,545 00	768 94	2,453 94
80 Parry Sound	1,484 00	8,535 31	1,366 17	11,385 48
81 Pembroke	388 00	5,956 18	8,691 60	15,035 78
82 *Penetanguishene	321 00	5,579 79	260 27	6,161 06
83 Perth	413 00	5,632 34	1,898 53	7,943 87
84 Petrolea	418 00	27,000 00	1,985 78	29,403 78

* Including Protestant Separate School.

SCHOOLS.—*Continued.*

Financial Statement.—*Continued.*

	Expenditure.					
	Teachers' Salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel, and other expenses.	Total expenditure for all Public School purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
30	3,657 79	238 78	249 36	698 89	4,844 82	90 82
31	4,343 14	.....	4 50	1,539 94	5,887 58	99 55
32	3,357 50	.....	.....	1,418 34	4,775 84	06
33	4,301 67	1,494 10	260 81	1,104 57	7,161 15	2,113 75
34	7,239 00	12,907 53	935 51	3,179 88	24,261 92	.....
35	205 00	219 42	204 12	181 54	810 08	72 42
36	2,702 76	.....	18 00	1,204 79	3,925 55	30 52
37	2,610 00	.....	.....	801 14	3,411 14	233 47
38	2,720 10	.....	133 76	1,259 51	4,113 37	56 93
39	13,673 81	.....	.....	9,759 33	23,433 14	90 22
40	5,619 62	.....	106 71	1,928 21	7,654 54	1,483 73
41	5,213 25	.....	86 75	1,987 10	7,287 10	.....
42	2,707 50	.....	87 54	516 18	3,311 22	115 98
43	3,421 55	.....	.....	1,567 14	4,988 69	76 30
44	1,895 00	4,759 72	572 58	2,745 38	9,972 68	2,784 47
45	3,450 85	233 90	85 85	1,384 82	5,155 42	163 77
46	2,298 50	3,848 64	.....	960 39	7,107 53	515 15
47	1,331 50	100 00	.....	326 21	1,757 71	1,599 55
48	4,181 20	262 44	.....	939 14	5,382 78	433 89
49	4,203 40	11 50	131 50	947 69	5,294 09	1,335 91
50	6,483 98	.....	75 01	2,327 19	8,886 18	1 77
51	3,588 05	.....	.....	1,140 73	4,728 78	687 20
52	3,241 25	76 12	93 54	1,125 60	4,536 51	426 37
53	10,476 60	2,353 31	107 90	3,244 19	16,182 00	4 15
54	460 00	110 78	84 27	1,529 95	2,185 00	.....
55	3,652 90	420 94	.....	716 83	4,790 67	43 47
56	11,262 66	.....	.....	3,756 76	15,019 42	.....
57	3,645 09	.....	48 35	1,085 16	4,778 60	82 56
58	1,682 25	.....	128 60	1,150 60	2,961 45	632 46
59	1,010 00	464 40	87 51	745 58	2,307 49	227 17
60	1,007 00	.....	.....	270 78	1,277 78	2 37
61	4,423 25	315 00	242 96	1,340 66	6,321 87	1,052 54
62	7,296 50	21,157 83	.....	1,695 53	30,149 86	1,348 98
63	3,550 00	.....	157 46	791 49	4,498 95	442 02
64	3,058 50	367 26	25 00	238 87	3,689 63	83 39
65	3,277 00	.....	.....	1,482 80	4,759 80	105 41
66	4,643 28	.....	.....	1,542 85	6,186 13	764 45
67	3,867 59	383 90	.....	2,994 90	7,246 39	486 57
68	3,743 00	.....	12 00	1,490 43	5,245 43	1,022 84
69	1,425 00	.....	15 00	374 35	1,814 35	233 35
70	6,177 95	565 00	.....	7,150 35	13,893 30	.....
71	5,819 16	1,121 32	569 90	3,187 70	10,698 08	147 05
72	2,710 00	37 62	28 47	1,214 29	3,990 38	723 27
73	4,415 14	.....	20 10	1,349 21	5,784 45	203 29
74	8,289 42	.....	234 88	2,750 78	11,275 08	9,000 98
75	6,534 11	796 15	502 83	7,722 16	15,555 25	.....
76	16,057 88	52 30	52 86	4,937 98	21,101 02	2,091 76
77	3,568 38	.....	534 84	766 13	4,869 35	8 44
78	4,321 00	.....	10 00	1,490 21	5,821 21	446 56
79	1,660 00	.....	.....	436 64	2,096 64	357 30
80	7,327 00	1,817 24	75 27	1,574 26	10,793 77	591 71
81	5,377 50	7,626 00	11 00	1,373 98	14,388 48	647 30
82	4,554 32	281 50	15 25	1,079 22	5,930 29	230 77
83	4,485 00	197 78	.....	2,764 28	7,447 06	496 81
84	5,476 46	18,803 34	.....	3,492 61	27,772 41	1,631 37

THE PUBLIC

V.—Table E.—

Towns.—*Concluded.*	Receipts. Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
85 Picton	566 96	3,200 00	4,836 24	8,603 20
86 Port Hope	493 00	8,350 00	598 78	9,441 78
87 Powassan	258 00	1,569 00	1,213 32	3,040 32
88 Prescott	384 00	4,225 00	334 31	4,943 31
89 Preston	270 57	5,200 00	448 44	5,919 01
90 Rainy River	210 00	4,070 00	405 25	4,685 25
91 Renfrew	344 00	5,571 81	972 54	6,888 35
92 Ridgetown	226 00	3,956 48	123 29	4,305 77
93 St. Mary's	385 00	5,424 70	265 63	6,075 33
94 Sandwich	93 00	1,702 29	431 62	2,226 91
95 Sarnia	1,019 00	18,001 79	1,882 04	20,902 83
96 Sault Ste. Marie	1,033 00	19,792 00	1,043 08	21,868 08
97 Seaforth	194 00	4,039 09	105 13	4,338 22
98 Simcoe	515 33	5,592 14	127 99	6,235 46
99 Smith's Falls	646 00	8,681 84	817 98	10,145 82
100 Southampton	382 00	4,100 00	554 95	5,036 95
101 Stayner	503 00	4,680 00	229 27	5,412 27
102 Steelton	168 00	5,531 00	548 96	6,247 96
103 Strathroy	469 00	4,950 00	274 37	5,693 37
104 Sturgeon Falls	162 00	3,913 00	4,874 10	8,949 10
105 Sudbury	530 00	7,946 00	4,115 45	12,591 45
106 Thessalon	334 00	2,842 93	473 31	3,650 24
107 Thornbury	125 50	2,434 00	8 65	2,568 15
108 Thorold	170 00	,775 00	23 97	3,968 97
109 Tillsonburg	265 59	5,158 25	416 67	5,840 51
110 Toronto Junction	1,551 74	38,010 00	2,229 42	41,791 16
111 Trenton	352 00	5,044 73	707 71	6,104 44
112 Uxbridge	178 00	3,332 00	78 90	3,588 90
113 Vankleek Hill	209 00	.....	2,859 95	3,068 95
114 Walkerton	362 00	5,108 48	147 53	5,618 01
115 Walkerville	308 50	7,495 00	1,904 75	9,708 25
116 Wallaceburg	660 00	5,815 00	522 88	6,997 88
117 Waterloo	405 67	8,066 08	200 15	8,671 90
118 Webbwood	77 00	1,955 35	609 96	2,642 31
119 Welland	375 78	5,150 00	2,281 56	7,807 34
120 Whitby	372 00	4,300 00	335 67	5,007 67
121 Wiarton	258 00	4,325 68	71 05	4,654 73
122 Wingham	247 00	3,760 90	558 94	4,566 84
Totals	53,991 83	762,479 28	199,487 83	1,015,958 94
Totals.				
1 Rural Schools	459,218 32	2,688,672 85	1,504,110 50	4,652,001 67
2 Cities	76,170 26	1,998,463 64	329,999 18	2,404,633 08
3 Towns	53,991 83	762,479 28	199,487 83	1,015,958 94
4 Villages	25,335 00	254,892 70	113,726 96	393,954 66
5 Grand totals, 1907	614,715 41	5,704,508 47	2,147,324 47	8,466,548 35
6 Grand totals, 1906	470,317 13	5,116,964 09	1,636,042 67	7,223,323 89
7 Increases	144,398 28	587,544 38	511,281 80	1,243,224 46
8 Percentages	7.26	67.37	25.36	.....

Cost per pupil, enrolled attendance: Rural schools, $15.06;

SCHOOLS.—*Concluded.*

Financial Statement.—*Concluded.*

	Expenditure.					
	Teachers' Salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel, and other expenses.	Total expenditure for all Public School purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
85	4,719 96	699 00	245 68	2,562 94	8,227 58	375 62
86	7,274 11	.....	.....	2,167 67	9,441 78	.....
87	1,751 25	87 88	.....	699 69	2,538 82	501 50
88	3 892 20	.....	4 50	864 60	4,761 30	182 01
89	4,070 00	.....	.....	1,829 55	5,899 55	19 46
90	2,750 00	281 95	109 28	1,217 34	4,358 57	326 68
91	4,297 50	538 75	541 70	1,510 40	6,888 35	.....
92	3,257 38	.....	.....	1,034 15	4,291 53	14 24
93	3,921 30	.....	.....	1,797 79	5,719 09	356 24
94	1,278 32	.....	21 25	576 80	1,876 37	350 54
95	12,950 57	523 89	178 74	5,268 43	18,921 63	1,981 20
96	12,165 13	3,308 84	446 97	5,349 11	21,270 05	598 03
97	2,671 15	.....	.....	1,635 69	4,306 84	31 38
98	4,894 75	.....	134 24	495 05	5,524 04	711 42
99	7,258 76	.....	19 00	2,868 06	10,145 82	.....
100	3,638 65	.....	.....	1.272 08	4,910 73	126 22
101	2,800 00	.....	241 46	571 76	3,613 22	1,799 05
102	3,848 72	545 70	4 30	1,540 28	5,939 00	308 96
103	4,532 88	.....	.....	995 73	5,528 61	164 76
104	3,125 00	4,518 53	.....	1,305 57	8,949 10	....
105	3,414 00	264 73	363 94	1,726 22	5,768 89	6,822 56
106	2,463 50	.....	235 48	757 00	3,455 98	194 26
107	1,789 37	.....	184 85	523 30	2,497 52	70 63
108	2,683 72	1 50	.....	1,221 87	3,907 09	61 88
109	3,858 00	.....	136 00	1,842 42	5,836 42	4 09
110	20,929 00	1,521 29	83 41	18,441 78	40,975 48	815 68
111	3,868 51	150 00	50 00	1,569 66	5,638 17	466 27
112	2,842 50	.....	.....	738 92	3,581 42	7 48
113	2,152 00	.....	.....	471 08	2,623 08	445 87
114	4,226 35	195 00	256 30	885 81	5,563 46	54 55
115	5,469 93	.....	38 11	2,900 63	8,408 67	1,299 58
116	5,258 33	.....	304 01	1,387 98	6,950 32	47 56
117	6,732 00	.....	4 00	1,761 64	8,497 64	174 26
118	1,463 50	11 45	67 15	988 54	2,530 64	111 67
119	3,495 50	.....	213 28	1,383 00	5,091 78	2,715 56
120	3,756 38	.....	.....	1,195 95	4,952 33	55 34
121	3,902 54	.....	18 95	693 30	4,614 79	39 94
122	3,166 44	.....	.....	1,283 27	4,449 71	117 13
	563,102 46	119,897 80	13,161 44	250,864 68	947,026 38	68,932 56
1	2,215,851 53	354,686 56	147,950 32	695,995 75	3,414,484 16	1,237,517 51
2	1,103,741 96	547,184 70	26,933 37	470,154 41	2,148,014 44	256,618 64
3	563,102 46	119,897 80	13,161 44	250,864 68	947,026 38	68,932 56
4	225,343 94	12,143 10	9,060 02	85,931 30	332,478 36	61,476 30
5	4,108,039 89	1,033,912 16	197,105 15	1,502,946 14	6,842,003 34	1,624,545 01
6	3,611,371 68	681,250 54	98,357 40	1,375.345 98	5,766,325 60	1,456,998 29
7	496,668 21	352,661 62	98,747 75	127,600 16	1,075,677 74	167,546 72
8	60.04	15.11	2.88	21.96	.....	.....

Cities, $27.12; Towns, $14.58; Villages, $12.84; Province, $17.24.

ROMAN CATHOLIC

I.—Table F.—Financial Statement,

Rural Schools.	Number of Schools.	Receipts.				Expendi-
		Legislative grants.	Municipal grants and assessments.	Balances, subscribed and other sources.	Total amount received.	Teachers' salaries.
		$ c.	$ c.	$ c.	$ c.	$ c.
1 Bruce	8	661 40	6,041 68	2,280 67	8,983 75	4,777 15
2 Carleton	17	1,110 06	6,084 37	3,592 37	10,786 80	4,924 66
3 Essex	27	1,562 48	15,776 87	4,311 55	21,650 90	11,679 70
4 Frontenac	11	1,072 05	3,565 92	1,282 04	5,920 01	3,180 88
5 Grey	7	396 58	3,068 47	865 12	4,330 17	2,365 37
6 Hastings	7	480 35	2,054 37	1,070 41	3,605 13	1,955 40
7 Huron	9	548 88	5,378 01	1,815 33	7,742 22	3,802 62
8 Kent	8	602 99	4,099 60	1,848 31	6,550 90	3,662 05
9 Lambton	1	93 13	530 42	185 76	809 31	400 00
10 Lanark	3	177 00	770 76	250 86	1,198 62	841 70
11 Leeds and Grenville	4	248 10	827 77	132 20	1,208 07	930 00
12 Lennox and Addington	2	222 70	528 80	164 68	916 18	670 00
13 Middlesex	5	166 68	1,963 65	671 84	2,802 17	1,661 00
14 Norfolk	1	75 22	770 80	1,861 16	2,707 18	439 67
15 Northumberland	5	310 75	1,496 31	811 92	2,618 98	1,725 00
16 Ontario	1	151 50	448 86	1,047 93	1,648 29	600 00
17 Peel	1	83 10	432 75	75 94	591 79	300 00
18 Perth	6	425 75	3,720 67	1,710 15	5,856 57	2,636 25
19 Peterborough	1	10 70	334 80	35 78	381 28	300 00
20 Prescott and Russell	75	3,296 54	28,373 26	17,887 92	49,557 72	22,925 07
21 Renfrew	11	925 90	3,232 73	1,772 53	5,931 16	3,202 40
22 Simcoe	2	231 00	1,364 66	166 71	1,762 37	1,255 00
23 Stormont, Dundas and Glengarry	12	737 02	5,458 82	1,454 17	7,650 01	5,153 00
24 Victoria	2	203 00	1,005 33	162 67	1,371 00	925 00
25 Waterloo	8	601 88	6,233 32	8,941 91	15,777 11	4,083 35
26 Wellington	6	289 50	3,038 38	920 81	4,248 69	2,163 13
27 York	1	45 95	528 85	455 83	1,030 63	400 00
28 Districts	33	3,888 00	9,842 10	3,639 99	17,370 09	8,058 97
Totals	274	18,618 21	116,972 33	59,416 56	195,007 10	95,020 37
Cities.						
1 Belleville	2	183 00	2,371 75	8,356 76	10,911 51	1,742 00
2 Brantford	2	260 00	2,604 89	473 39	3,338 28	1,409 50
3 Chatham	1	209 00	3,028 19	1,035 43	4,272 62	1,399 92
4 Fort William	1	267 00	2,027 50	1,013 75	3,308 25	1,675 00
5 Guelph	3	321 00	5,607 38	588 05	6,516 43	2,313 17
6 Hamilton	7	1,134 00	12,000 00	5,270 59	18,404 59	6,845 00
7 Kingston	3	436 00	6,164 46	3,343 90	9,944 36	4,963 75
8 London	7	637 00	9,376 07	4,216 14	14,229 21	4,550 00
9 Niagara Falls	1	106 00	1,335 07	834 13	2,275 20	750 00
10 Ottawa	29	4,252 00	70,525 17	156,008 00	230,785 17	44,092 45
11 Peterborough	3	501 00	6,271 00	763 28	7,535 28	4,949 10
12 Port Arthur	1	287 00	5,569 29	264 06	6,120 35	1,670 00
13 St. Catharines	3	255 00	4,306 79	20 02	4,581 81	1,850 00
14 St. Thomas	1	163 00	2,506 30	319 84	2,989 14	1,000 00
15 Stratford	1	266 00	3,721 15	245 15	4,232 30	2,160 00
16 Toronto	21	4,085 00	69,401 50	1,833 90	75,320 40	24,182 21
17 Windsor	3	528 00	8,295 64	30 00	8,853 64	6,073 50
18 Woodstock	1	61 00	626 77	230 12	917 89	730 00
Totals	90	13,951 00	215,738 92	184,846 51	414,536 43	112,355 60

SEPARATE SCHOOLS.

Teachers, etc.

	ture.					Teachers.				
	Sites and building school houses.	Libraries, maps, apparatus, prizes and school books.	All other purposes.	Total amount expended.	Balances.	Number of Teachers.	Male.	Female.	Average salary, male.	Average salary, female (in addition members of Religious Orders received free residence).
	$ c.	$ c.	$ c.	$ c.	$ c.				$	$
1	940 20	221 26	1,229 56	7,168 17	1,815 58	16	3	13	433	306
2	2,282 43	429 08	2,136 66	9,772 83	1,013 97	25	.....	25	.....	252
3	3,664 11	880 62	3,801 15	20,025 58	1,625 32	35	5	30	425	348
4	91 13	110 55	1,305 10	4,687 66	1,232 35	11	.....	11	.....	282
5	574 24	98 48	418 50	3,159 59	870 58	7	1	6	325	342
6	105 79	127 99	688 91	2,878 09	727 04	7	.....	7	.....	326
7	1,261 32	666 76	963 76	6,694 46	1,047 76	11	2	9	387	340
8	351 64	332 12	1,337 09	5,682 90	868 00	9	3	6	467	373
9	105 00	2 03	70 00	577 03	232 28	1	.....	1	.....	400
10	8 32	.....	100 80	950 82	247 80	3	1	2	325	262
11	4 00	4 50	119 47	1,057 97	150 10	4	.....	4	.....	240
12	63 45	3 05	90 11	826 61	89 57	2	.....	2	.....	335
13	4 60	60 05	644 62	2,370 27	431 90	5	.....	5	.....	347
14	1,638 14	42 54	110 06	2,230 41	476 77	1	.....	1	.....	480
15	160 00	20 00	288 12	2,193 12	425 86	5	.....	5	.....	330
16	60 02	.....	794 57	1,454 59	193 70	1	.....	1	.....	600
17	133 33	124 45	28 40	586 18	5 61	1	.....	1	.....	300
18	356 98	212 52	1,075 09	4,280 84	1,575 73	7	.....	7	.....	381
19	.....	.....	56 46	356 46	24 82	1	.....	1	.....	300
20	10,504 31	642 29	4,983 55	39,055 22	10,502 50	94	8	86	369	265
21	778 05	246 48	391 88	4,618 81	1,312 35	12	1	11	100	282
22	.....	98 75	227 80	1,581 55	180 82	4	1	3	450	233
23	369 00	37 55	1,114 77	6,674 32	975 69	17	2	15	337	301
24	67 30	97 84	98 98	1,189 12	181 88	2	.....	2	.....	475
25	4,437 83	1,491 50	1,282 50	11,295 18	4,481 93	13	1	12	400	220
26	336 70	54 85	1,035 46	3,590 14	658 55	6	.....	6	.....	341
27	213 94	30 00	105 64	749 58	281 05	2	.....	2	.....	200
28	2,751 91	414 47	2,772 46	13,997 81	3,372 28	40	4	36	322	257
	31,263 74	6,449 73	27,271 47	160,005 31	35,001 79	342	32	310	379	291
1	96 25	136 15	2,318 19	4,292 59	6,618 92	6	.....	6	.....	217
2	530 72	70 95	921 07	2,932 24	406 04	6	.....	6	.....	235
3	725 39	329 65	1,116 57	3,571 53	701 09	7	.....	7	.....	200
4	625 50	88 00	919 75	3,308 25	.....	5	.....	5	.....	410
5	2,839 66	185 69	1,177 91	6,516 43	.....	8	.....	8	.....	275
6	3,001 87	878 71	7,628 17	18,353 75	50 84	35	.....	35	.....	190
7	1,930 75	110 00	2,111 70	9,116 20	828 16	13	1	12	600	312
8	4,603 80	400 00	3,225 00	12,778 80	1,450 41	21	.....	21	.....	217
9	.....	.....	429 40	1,179 40	1,095 80	3	.....	3	.....	250
10	69,494 58	3,087 22	113,921 35	230,595 60	189 57	138	29	109	430	295
11	167 87	21 00	2,397 31	7,535 28	.....	18	1	17	650	260
12	352 06	242 19	2,975 21	5,239 46	880 89	6	.....	6	.....	417
13	1,130 10	10 00	1,515 16	4,505 26	76 55	9	.....	9	.....	205
14	363 44	41 05	1,162 78	2,567 27	421 87	5	.....	5	.....	225
15	275 90	118 10	1,294 28	3,848 28	384 02	7	.....	7	.....	308
16	26,221 59	1,756 16	23,166 44	75,320 40	.....	109	27	82	323	201
17	845 64	.....	1,934 50	8,853 64	.....	16	.....	16	.....	386
18	.....	49 87	107 00	886 87	31 02	2	.....	2	.....	425
	113,205 12	7,518 74	168,321 79	401,401 25	13,135 18	414	58	356	387	258

ROMAN CATHOLIC

I.—Table F.—Financial

Towns.	Number of Schools.	Receipts.				Expenditure.
		Legislative grants.	Municipal grants and assessments.	Balances, subscribed and other sources.	Total amount received.	Teachers salaries.
		$ c.	* c.	$ c.	$ c.	$ c.
1 Alexandria	2	215 00	2,172 16	1,143 24	3,530 40	1,800 00
2 Almonte	1	84 00	1,011 35	232 75	1,328 10	981 00
3 Amherstburg	3	325 00	2,193 25	193 42	2,711 67	1,184 00
4 Arnprior	2	186 00	2,793 52	806 93	3,786 45	2,268 78
5 Barrie	1	95 00	2,043 84	877 69	3,016 53	900 00
6 Berlin	2	309 00	4,927 80	11,757 34	16,994 14	3,205 00
7 Bonfield	2	200 00	1,185 48	1,134 77	2,520 25	1,070 00
8 Brockville	1	249 00	2,537 21	258 19	3,044 40	2,100 00
9 Cobalt	1	.....	2,500 00	130 25	2,630 25	963 08
10 Cobourg	1	171 00	1,150 00	59 39	1,380 39	900 00
11 *Collingwood	1	.....	.....	.....	.....	.....
12 Cornwall	3	364 00	5,450 00	1,939 15	7,753 15	4,759 00
13 Dundas	1	71 00	875 96	1,784 63	2,731 59	600 00
14 Fort Frances	1	31 00	300 00	385 32	716 32	500 00
15 Galt	1	60 00	763 30	156 54	979 84	375 00
16 Goderich	1	59 00	598 20	62 46	719 66	475 00
17 Hawkesbury	2	448 00	3,500 00	462 10	4,410 10	3,100 00
18 Ingersoll	1	56 00	935 30	240 01	1,231 31	575 00
19 Kenora	2	99 00	1,600 00	1,656 20	3,355 20	1,180 00
20 Lindsay	2	210 00	2,812 68	208 42	3,231 10	2,500 00
21 Massey	1	46 00	857 24	180 67	1,083 91	760 00
22 Mattawa	1	326 00	3,960 91	385 18	4,672 09	1,848 66
23 Mount Forest	1	37 00	552 52	631 43	1,220 95	661 00
24 Newmarket	1	29 00	336 00	254 00	613 00	317 00
25 North Bay	1	216 00	5,725 00	985 73	6,926 73	2,618 00
26 Oakville	1	23 00	382 77	123 50	529 27	350 00
27 Orillia	1	123 00	2,036 59	2,036 12	4,195 71	1,200 00
28 Oshawa	1	49 00	396 63	126 38	572 01	400 00
29 Owen Sound	1	91 00	1,373 37	1,176 10	2,640 47	600 00
30 Paris	1	45 00	483 10	555 61	1,083 71	400 00
31 Parkhill	1	25 00	319 97	70 13	414 20	335 00
32 Pembroke	1	251 00	3,491 33	2,705 32	6,447 65	2,535 41
33 Perth	1	121 00	1,149 70	150 86	1,421 56	1,000 00
34 Picton	1	35 00	608 07	587 18	1,230 25	375 00
35 Prescott	1	101 00	1,419 18	2,198 79	3,718 97	1,099 92
36 Preston	1	63 00	834 17	506 67	1,403 84	693 30
37 Rainy River	1	43 00	1,003 86	32 14	1,079 00	530 00
38 Renfrew	2	149 00	2,045 49	1,195 70	3,390 19	1,581 91
39 St. Mary's	1	42 00	453 26	330 22	825 48	400 00
40 Sandwich	1	108 00	1,500 00	624 32	2,232 32	816 50
41 Sarnia	2	164 00	1,018 18	1,698 81	2,880 99	1,300 00
42 Sault St. Marie	1	132 00	4,616 57	1,789 97	6,538 54	1,660 00
43 Seaforth	1	48 00	747 19	245 05	1,040 24	559 92
44 Steelton	1	94 00	4,442 06	498 32	5,034 38	1,550 00
45 Sturgeon Falls	1	160 00	2,950 00	4,469 95	7,579 95	1,982 20
46 Sudbury	1	248 00	2,530 00	678 56	3,456 56	1,125 00
47 Thorold	1	71 00	875 00	5 44	951 44	650 00
48 Trenton	1	80 00	1,291 79	253 41	1,625 20	725 00
49 Vankleek Hill	1	95 00	1,196 00	416 18	1,707 18	1,000 00
50 Walkerton	1	105 00	1,239 11	122 70	1,466 81	800 00
51 Walkerville	1	65 00	677 32	335 33	1,077 65	660 00
52 Wallaceburg	1	115 50	1,635 50	2,496 03	4,247 03	880 00
53 Waterloo	1	106 00	1,728 65	146 40	1,981 05	650 00
54 Whitby	1	29 00	240 00	223 92	492 92	400 00
Totals	67	6,667 50	93,459 68	51,724 92	151,852 10	61,903 68
Totals.						
1 Rural Schools	274	18,618 21	116,972 33	59,416 56	195,007 10	95,020 37
2 Cities	90	13,951 00	215,738 92	184,846 51	414,536 43	112,355 60
3 Towns	67	6,667 50	93,459 68	51,724 92	151,852 10	61,903 68
4 Villages	18	1,287 50	16,145 10	12,551 56	29,984 16	12,204 18
5 Grand Totals, 1907	449	40,524 21	442,316 03	308,539 55	791,379 79	281,483 83
6 Grand Totals, 1906	443	39,477 98	412,532 20	247,351 38	699,361 56	269,175 94
7 Increases	6	1,046 23	29,783 83	61,188 17	92,018 23	12,307 89
8 Decreases	.....	.....	.....	.....	.....	.....
9 Percentages	.....	5.12	55.89	38.99	.....	39.41

Cost per pupil, enrolled attendance: Rural Schools, $10.27;

*Financial Statement included with Public School Statistics for the year.

SEPARATE SCHOOLS.—*Continued.*

Statement, Teachers, etc.—*Concluded.*

ture.					Teachers.				
Sites and building school houses.	Libraries, maps, apparatus, prizes and school books.	All other purposes.	Total amount expended.	Balances.	Number of Teachers.	Male.	Female.	Average salary, male.	Average salary, female (in addition members of Religious Orders received free residence)
$ c.	$ c.	$ c.	$ c.	$ c.				$	$
1 519 88		1,210 52	3,530 40		9		9		200
2 195 28		151 82	1,328 10		3		3		325
3 180 38		1,347 29	2,711 67		7		7		221
4		755 91	3,024 72	761 73	7	1	6	600	317
5 920 99	72 51	516 75	2,410 25	606 28	4		4		225
6 12,830 94	150 00	307 83	16,493 77	500 37	10		10		320
7		653 82	1,723 82	796 43	2	1	1	575	300
8 195 23	27 55	721 62	3,044 40		8		8		300
9 481 91	349 80	295 86	2,090 65	539 60	3		3		433
10		412 14	1,312 14	68 25	4		4		225
11					2		2		475
12 87 85	94 59	2,592 28	7,533 72	219 43	16	1	15	750	250
13 1,535 18	23 93	267 67	2,426 78	304 81	3		3		200
14	46 10	52 45	598 55	117 77	1		1		500
15 182 47		167 38	724 85	254 99	1		1		375
16		185 60	660 60	59 06	2		2		237
17 300 00	10 00	974 10	4,384 10	26 00	15		15		207
18	25 65	605 96	1,206 61	24 70	2		2		287
19 1,422 42		702 55	3,304 97	50 23	5		5		240
20	5 25	706 15	3,211 40	19 70	7	1	6	800	283
21 168 81	15 36	137 15	1,081 32	2 59	2		2		375
22 1,841 26		889 33	4,579 25	92 84	5	1	4	700	225
23	36 00	124 55	825 55	395 40	2		2		325
24		126 86	448 86	169 14	1		1		300
25 2,906 04	21 80	1,372 95	6,918 79	7 94	8		8		350
26 12 70	4 00	104 01	470 71	58 56	1		1		350
27		447 92	1,617 92	2,547 79	4		4		300
28		145 01	545 01	27 00	2		2		200
29 228 80		243 05	1,071 85	1,568 62	3		3		200
30 15 50	81 49	61 06	558 05	525 66	2		2		200
31		56 11	391 11	23 09	1		1		335
32 2,634 54		936 76	6,106 71	310 94	10		10		260
33 251 14		128 00	1,379 14	42 42	4		4		250
34		78 75	453 75	776 50	1		1		400
35	52 21	540 07	1,692 20	2,026 77	4		4		275
36		236 36	929 66	474 18	2		2		362
37 240 86		131 87	902 73	176 27	1		1		550
38 14 00		734 34	2,330 25	1,059 94	6		6		242
39 51 55	6 40	106 01	563 96	261 52	1		1		400
40 371 60		1,005 00	2,193 10	39 22	4		4		200
41 500 00	200 00	120 00	2,120 00	760 99	6		6		217
42 37 50		843 86	2,541 36	3,997 18	5		5		320
43		346 10	906 02	134 22	2		2		325
44		1,423 15	2,973 15	2,061 23	4		4		387
45 1,307 26	92 19	4,198 30	7,579 95		7		7		314
46 1,865 19	131 85	334 52	3,456 56		6		6		316
47		290 72	940 72	10 72	3		3		217
48 291 17		406 16	1,422 33	202 87	4		4		175
49	24 92	125 00	1,149 92	557 26	5		5		200
50 19 40	18 77	294 42	1,132 59	334 22	4		4		200
51	6 47	252 38	918 85	158 80	2		2		330
52 662 90	26 75	571 00	2,110 65	2,106 38	4		4		250
53 782 06		320 77	1,752 83	228 22	4		4		200
54		65 63	465 63	27 29	1		1		400
33,054 81	1,523 59	29,824 90	126,306 98	25 545 12	232	5	227	685	270
1 31,263 74	6,449 73	27,271 47	160,005 31	35,001 79	342	32	310	379	291
2 113,205 12	7,518 74	168,321 79	401,401 25	13,135 18	414	58	356	387	258
3 33,054 81	1,523 59	29,824 90	126,306 98	25,545 12	232	5	227	685	270
4 9,384 47	498 56	4,375 39	26,462 60	3,521 56	46		46		232
5 186,908 1	15,990 62	229,793 55	714,176 14	77,203 65	1,034	95	939	400	270
6 173,201 58	10,190 02	184,313 17	636,880 71	62,480 85	1,009	115	894	393	250
7 13,706 56	5,800 60	45,480 38	77,295 43	14,722 80	25		45	7	20
8						20			
9 26.17	2.24	32.17				9.18	90.81		

Cities, $18 73; Towns, $10.35; Villages, $11.51; Province, $13.86.

ROMAN CATHOLIC

II.— Table G.—Attendance, Pupils in the

Rural Schools	Number of Pupils.	Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	Reading.						Art.	Geography.	Music.	Literature.
						First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.				
1 Bruce	749	394	355	556	74	141	106	183	165	143	11	670	601	606	625
2 Carleton	1,157	532	625	606	52	467	203	163	155	157	12	558	545	219	458
3 Essex	1,955	1,071	884	1,051	35	700	315	356	330	244	10	1,386	1,108	900	1,178
4 Frontenac	345	165	180	216	63	68	42	61	72	87	15	236	263	138	270
5 Grey	277	131	146	138	50	53	30	54	64	69	7	90	197	61	193
6 Hastings	217	106	111	109	50	64	31	28	50	42	2	187	142	22	159
7 Huron	435	216	219	249	57	103	38	70	88	105	31	288	306	168	296
8 Kent	434	218	216	256	59	184	49	87	59	42	13	393	257	245	288
9 Lambton	42	21	21	21	50	6	7	3	9	14	3	42	29	42	29
10 Lanark	105	53	52	69	66	24	8	21	34	16	2	24	73	43	75
11 Leeds and Grenville	71	29	42	42	59	21	9	16	14	10	1	47	58	27	58
12 Lennox & Addington	76	37	39	44	58	13	8	14	17	21	3	71	55	.....	52
13 Middlesex	129	66	63	80	62	23	16	16	30	42	2	112	87	58	107
14 Norfolk	82	34	48	50	61	14	14	11	8	35	....	82	54	82	54
15 Northumberland	163	89	74	91	56	31	17	34	31	48	2	101	109	49	128
16 Ontario	54	21	33	33	61	9	4	3	10	16	7	45	45	.....	33
17 Peel	27	13	14	12	44	3	2	4	6	11	1	22	22	.....	22
18 Perth	317	176	141	203	64	58	23	61	77	93	5	278	191	196	278
19 Peterborough	42	25	17	22	52	12	5	11	4	10	....	.....	30	.....	30
20 Prescott and Russell	4,876	2,459	2,417	2,771	57	1,938	922	1,072	605	308	31	1,776	2,314	920	1,378
21 Renfrew	586	309	277	277	47	197	77	106	102	92	12	194	258	129	248
22 Simcoe	185	96	89	113	61	58	22	39	31	30	5	185	179	149	179
23 Stormont, Dundas and Glengarry	859	422	437	449	52	370	133	166	109	73	8	343	427	205	290
24 Victoria	104	57	47	63	60	20	15	16	13	29	11	104	69	79	79
25 Waterloo	563	295	268	344	61	126	78	143	131	79	6	528	388	335	430
26 Wellington	202	110	92	104	51	28	28	35	43	65	3	149	134	70	151
27 York	80	38	42	51	64	22	18	21	19	.....	....	80	58	80	58
28 Districts	1,448	726	722	806	55	655	289	271	170	61	2	235	518	250	296
Totals	15,580	7,909	7,671	8,826	57	5,408	2,509	3,070	2,446	1,942	205	8,226	8,517	5,073	7,442
Cities															
1 Belleville	330	154	176	203	61	91	62	52	45	80	....	330	239	330	239
2 Brantford	403	210	193	253	63	76	59	102	76	90	....	403	403	.....	403
3 Chatham	319	*170	149	223	70	72	42	46	70	89	....	319	205	319	159
4 Fort William	304	156	148	192	63	91	47	57	61	48	....	304	166	166	166
5 Guelph	471	228	243	382	81	102	74	108	104	83	....	471	471	471	471
6 Hamilton	1,644	832	812	1,212	74	527	235	243	321	217	101	1,644	1,644	1,644	882
7 Kingston	769	545	224	477	62	234	91	119	152	173	...	535	444	769	535
8 London	763	391	372	623	82	153	125	184	140	161	....	763	763	763	763
9 Niagara Falls	160	94	66	114	71	48	18	27	33	34	....	94	67	160	160
10 Ottawa	7,481	4,027	3,454	4,968	66	2,165	1,306	1,532	1,426	918	134	4,659	5,354	4,221	5,071
11 Peterborough	805	402	403	611	76	173	85	131	228	188	....	805	547	658	706
12 Port Arthur	294	147	147	193	64	64	45	63	72	50	....	.....	185	294	262
13 St. Catharines	348	181	167	260	75	98	28	65	78	79	....	79	222	79	222
14 St. Thomas	206	114	92	175	85	29	31	60	41	45	....	206	206	206	206
15 Stratford	357	204	153	258	72	78	54	46	89	90	....	357	225	225	225
16 Toronto	5,753	2,976	2,777	3,825	66	1,506	662	1,210	1,248	856	271	3,585	3,585	5,753	3,585
17 Windsor	910	465	445	636	70	271	169	134	207	129	....	910	470	910	910
18 Woodstock	109	55	54	68	62	32	13	14	26	24	....	109	64	59	64
Totals	21,426	11,351	10,075	14,673	68	5,810	3,146	4,193	4,417	3,354	506	15,573	15,260	17,027	15,029

SEPARATE SCHOOLS.—*Continued.*

various branches of instruction, etc.

	Composition.	Grammar.	English History.	Canadian History.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Bookkeeping.	Arithmetic and Mensuration.	Algebra.	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.	Maps and Prizes. Number of Maps.	Maps and Prizes. No. of Schools giving prizes	No. of Trees planted on Arbor Day.
1	648	372	212	334	442	497	445	32	211	16	12	2	11	438	1	10	200	....	87	74	4	3
2	579	465	223	377	263	585	576	42	136	27	27	....	793	....	32	12	88	182	164	101	7	30
3	1,150	639	363	579	803	1,088	1,231	6	364	6	6	1	1,398	....	....	2	72	.....	....	233	13	57
4	251	252	148	172	144	211	193	15	112	15	14	5	4	....	....	4	....	6	....	34	3	....
5	170	144	73	140	120	117	125	3	54	4	3	3	3	....	3	....	....	.....	....	74	3	12
6	156	90	71	107	145	147	93	2	6	2	2	....	.....	....	2	2	....	.....	....	47	4	....
7	342	260	143	163	186	294	223	31	121	31	24	5	4	....	27	27	85	.....	....	87	5	4
8	288	140	68	112	139	261	350	14	64	14	14	....	247	10	2	6	26	1	1	83	4	8
9	42	29	26	26	26	42	42	3	3	3	3	....	.....	....	3	...	17	.....	....	13	...	....
10	73	67	25	50	40	77	.....	1	44	2	2	1	.....	....	....	....	....	.....	....	24	....	....
11	49	41	22	31	45	52	47	1	12	1	1	1	.....	....	....	....	20	15	....	23	1	2
12	52	52	24	42	70	56	56	3	28	3	3	....	.....	....	....	....	....	.....	....	10	1	....
13	93	63	48	50	63	101	112	3	33	3	2	2	.....	....	1	3	10	.....	....	49	1	7
14	68	42	54	54	54	82	82	....	....	....	....	....	.....	....	....	....	....	.....	....	11	....	....
15	128	76	52	69	50	156	17	....	39	....	....	....	.....	....	....	....	....	.....	....	28	....	7
16	33	33	23	33	16	41	.....	7	23	7	7	....	.....	....	....	....	....	.....	....	10	....	....
17	.....	22	22	22	17	27	.....	....	....	2	2	2	.....	....	....	....	....	.....	....	11	....	4
18	269	214	98	174	146	265	118	5	140	5	5	....	.....	....	29	4	....	.....	....	69	2	....
19	42	14	14	25	14	42	.....	....	....	....	....	....	.....	....	....	....	....	.....	....	5	....	....
20	2,143	1,812	387	1,142	1,041	1,233	1,107	62	1,265	26	26	53	4,361	....	173	83	361	364	40	297	42	104
21	310	224	152	165	155	253	20	24	44	24	14	10	54	....	5	....	....	39	....	89	4	20
22	179	105	30	45	61	149	149	5	46	5	5	....	149	....	....	....	....	.....	....	11	....	....
23	479	308	113	160	310	344	101	7	179	8	7	....	546	....	7	....	37	.....	....	76	2	4
24	65	53	39	67	25	37	37	11	11	11	11	11	11	11	25	....	....	.....	....	13	1	30
25	437	282	117	160	343	432	402	....	189	4	4	1	.....	363	1	....	42	.....	40	96	3	42
26	155	126	82	102	105	63	.....	3	42	3	3	2	.....	....	....	....	....	.....	....	41	....	45
27	80	19	19	19	.....	80	80	....	....	....	....	....	.....	....	....	....	....	.....	....	6	....	....
28	514	429	140	355	250	296	250	12	265	2	2	....	1,188	....	....	13	102	105	....	91	18	20
		8,795	6,373	2,788	4,775	5,073	7,028	5,856	292	3,434	224	199	99	8,769	822	311	166	1060	712	332	1706	118	399
1		239	125	125	177	239	239	330	....	.....	....	....	....	.....	....	....	....	....	125	...	8	.....	....
2		403	166	90	90	403	403	403	....	.....	....	....	....	.....	....	....	....	.....	.....	....	20	.....	....
3		237	159	62	159	319	319	319	....	.....	....	....	....	.....	....	....	....	.....	....	....	6	.....	....
4		166	166	48	109	166	304	.....	....	.....	....	....	....	166	....	....	....	.....	....	....	9	1	....
5		295	295	83	187	295	471	471	....	.....	....	....	....	.....	....	....	....	.....	....	....	26	3	....
6		1,644	882	639	639	1,644	1,644	1,644	101	.....	....	....	....	.....	....	....	101	.....	....	....	80	7	....
7		444	325	173	325	325	444	739	....	.....	....	....	....	.....	....	....	....	.....	....	....	16	.....	....
8		763	301	301	301	763	763	763	....	.....	....	....	....	.....	....	....	....	.....	....	....	50	7	....
9		112	67	44	44	44	67	.....	....	.....	....	....	....	.....	....	....	....	.....	....	....	13	.....	....
10		5,178	3,885	1,298	3,744	3,818	5,084	5,784	542	1,066	134	134	50	1,789	....	789	351	343	2,319	274	278	2	26
11		687	500	249	410	459	761	363	....	.....	....	....	....	.....	....	....	....	....	.....	....	45	3	....
12		262	142	142	142	142	262	294	....	.....	....	....	....	142	....	....	....	.....	.....	....	10	1	....
13		250	157	79	157	157	348	348	....	157	....	....	....	.....	....	....	....	.....	.....	....	12	.....	....
14		206	86	45	86	206	206	206	....	206	....	....	....	.....	....	....	....	.....	.....	20	7	1	....
15		357	179	90	225	357	357	357	....	.....	....	....	....	.....	....	....	....	.....	49	41	17	1	....
16		3,585	2,375	1,127	2,375	1,127	5,753	5,753	....	271	271	271	118	281	23	118	118	....	.....	....	314	.....	....
17		910	336	129	207	910	910	500	....	.....	....	....	....	.....	....	....	....	.....	.....	....	20	.....	....
18		64	64	24	50	50	109	109	....	.....	....	....	....	.....	....	....	....	.....	.....	....	12	.....	....
		15,802	10,210	4,748	9,427	11,424	18,444	18,383	643	1,700	405	405	168	2,378	23	907	570	343	2,493	335	943	26	26

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Towns	No. of Pupils.	Boys.	Girls.	Average Daily Attendance.	Percentage of Average to Total Attendance.	Reading.						Art.	Geography.	Music.	Literature.	Composition.
						First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.					
1 Alexandria	5 6	256	250	281	55	166	82	105	96	57	....	506	506	506	506	506
2 Almonte	139	80	59	91	65	23	38	18	29	31	....	139	78	.....	116	78
3 Amherstburg	318	125	193	221	69	70	41	54	62	43	48	318	318	318	264	264
4 Arnprior	352	192	160	259	73	90	71	61	93	37	....	352	191	352	191	262
5 Barrie	142	83	59	96	67	26	20	35	29	32	....	142	142	142	142	142
6 Berlin	542	282	260	395	73	116	55	120	123	113	15	542	426	542	.....	542
7 Bonfield	138	63	75	85	62	58	22	24	19	14	1	110	119	110	64	114
8 Brockville	349	170	179	254	73	78	33	81	86	71	....	349	271	349	271	271
9 Cobalt	319	159	160	122	38	171	63	55	23	7	....	319	85	.....	85	319
10 Cobourg	197	100	97	140	71	48	26	25	42	56	....	197	123	197	123	149
11 Collingwood	96	48	48	82	85	26	13	13	22	22	....	96	70	96	96	57
12 Cornwall	950	482	468	661	69	282	184	208	158	118	....	950	950	950	950	950
13 Dundas	130	74	56	83	64	28	21	17	29	35	....	130	130	130	109	130
14 Fort Frances	64	34	30	38	59	21	26	8	7	2	....	.....	17	.....	.....	43
15 Galt	89	42	47	59	66	25	16	13	21	14	....	64	64	89	64	70
16 Goderich	78	40	38	52	67	13	10	14	21	20	....	78	55	.....	78	78
17 Hawkesbury	942	475	467	802	85	342	268	173	93	58	8	942	942	942	332	332
18 Ingersoll	82	48	34	67	82	19	13	12	20	18	....	82	82	82	63	63
19 Kenora	212	93	119	122	57	76	54	41	28	13	....	.....	126	25	28	126
20 Lindsay	371	153	218	264	71	83	33	66	64	78	47	260	255	371	255	265
21 Massey	135	64	71	85	63	67	9	27	19	13	....	135	59	.....	32	32
22 Mattawa	282	134	148	180	64	113	38	41	43	37	10	282	182	282	202	202
23 Mount Forest	68	40	28	47	69	14	4	11	15	24	....	68	68	68	68	68
24 Newmarket	52	28	24	34	65	19	3	11	11	8	....	30	30	52	30	30
25 North Bay	450	232	218	336	75	146	64	101	98	41	....	450	450	.....	450	450
26 Oakville	46	16	30	31	67	15	6	6	11	8	....	46	25	46	46	31
27 Orillia	237	126	111	174	73	31	31	57	54	64	....	237	201	237	201	201
28 Oshawa	79	39	40	48	61	15	17	11	22	14	....	79	79	79	79	79
29 Owen Sound	154	75	79	98	63	53	17	18	38	28	....	154	154	154	44	84
30 Paris	60	25	35	45	75	16	6	12	14	12	....	60	60	60	28	40
31 Parkhill	47	25	22	34	72	5	5	10	5	22	....	47	38	47	38	38
32 Pembroke	482	253	229	303	63	152	101	83	96	50	....	482	372	482	482	482
33 Perth	190	90	100	168	88	68	31	21	42	28	....	190	190	190	190	190
34 Picton	39	21	18	27	69	7	3	7	10	12	....	.....	29	.....	29	29
35 Prescott	156	72	84	119	76	27	19	38	37	35	....	156	110	156	156	156
36 Preston	113	65	48	78	69	44	10	13	26	20	....	113	59	113	69	69
37 Rainy River	68	29	39	28	41	37	4	14	13	.....	....	68	31	68	31	31
38 Renfrew	323	181	142	193	60	107	43	50	66	57	....	323	323	323	323	323
39 St. Mary's	55	24	31	41	74	12	5	14	8	16	....	55	43	55	43	48
40 Sandwich	201	103	98	134	67	56	30	58	25	32	....	201	145	.....	145	145
41 Sarnia	284	121	163	228	80	80	52	53	44	55	....	284	284	284	284	284
42 Sault Ste Marie	265	116	149	173	65	102	19	48	40	56	....	144	144	144	144	265
43 Seaforth	90	41	49	50	55	17	12	19	18	24	....	.....	70	90	61	61
44 Steelton	339	187	152	147	43	145	49	49	30	66	....	339	194	339	194	145
45 Sturgeon Falls	455	205	250	325	71	202	76	72	50	50	5	455	105	455	65	105
46 Sudbury	343	161	182	247	72	97	108	60	46	32	....	343	135	343	291	291
47 Thorold	121	62	59	82	68	23	14	35	30	19	....	30	84	73	84	84
48 Trenton	138	69	69	91	66	27	19	25	30	37	....	111	111	138	111	111
49 Vankleek Hill	206	97	109	134	65	54	35	39	40	38	....	206	206	206	206	206
50 Walkerton	173	81	92	134	77	24	23	36	34	56	....	173	173	173	173	90
51 Walkerville	115	62	53	81	70	29	16	25	33	12	....	....	115	.....	86	86
52 Wallaceburg	213	109	104	147	69	81	43	23	28	25	13	213	213	213	89	213
53 Waterloo	156	76	80	132	84	27	28	36	41	24	....	156	101	.....	156	101
54 Whitby	47	32	15	34	72	6	8	8	9	16	....	.....	24	.....	47	32
Totals	12,198	6,060	6,138	8,382	69	3,679	2,037	2,274	2,191	1,870	147	11,206	9,557	10,071	8,414	9,563
Totals																
1 Rural Schools	15,580	7,909	7,671	8,826	57	5,408	2,509	3,070	2,446	1,942	205	8,226	8,517	5,075	7,442	8,795
2 Cities	21,426	11,351	10,075	14,673	68	5,810	3,146	4,193	4,417	3,354	506	15,573	15,260	17,027	15,029	15,802
3 Towns	12,198	6,060	6,138	8,382	69	3,679	2,037	2,274	2,191	1,870	147	11,206	9,557	10,071	8,414	9,563
4 Villages	2,298	1,100	1,198	1,619	70	802	362	405	323	302	104	1,839	1,540	1,665	1,305	1,390
5 Grand Totals 1907	51,502	26,420	25,082	33,500	65.04	15,699	8,054	9,942	9,377	7,468	962	36,844	34,874	33,838	32,190	35,550
6 Grand Totals 1906	50,760	25,820	24,940	33,176	65.35	15,265	8,460	9,654	9,165	7,314	902	35,355	33,203	34,743	27,879	34,607
7 Increases	742	600	142	324	.....	434	.....	288	212	154	60	1,489	1,671	.....	4,311	943
8 Decreases	.....	.....	.....	.....	.31	.....	406	.....	.....	.....	.....	.....	.....	905	.....	.....
9 Percentages	.....	51.3	48.7	65.04	.....	30.48	15.64	19.30	18.20	14.50	1.87	71 54	67.71	65.7	62.5	69.02

SEPARATE SCHOOLS.—*Concluded.*

various branches of instruction, etc.—*Concluded.*

	Grammar.	English History.	Canadian History.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Bookkeeping.	Arithmetic and Mensuration.	Algebra.	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.	Maps and Prizes: No. of Maps.	Maps and Prizes: No. of Schools giving Prizes.	Maps and Prizes: No. of Trees planted on Arbor Day.
1	153	258	258	258	506	506	36	36	.....	.....	..	.....	.....	.....	.....	.....	.....	.....	12	2	....
2	78	42	42	42	78	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	5	1	....
3	264	91	153	153	318	318	40	91	42	42	...	13	.....	48	36	.....	.....	.....	20	3	....
4	191	37	191	37	191	352	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	10	.....	....
5	61	32	61	32	142	142	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	15	1	40
6	251	128	251	251	542	542	15	15	15	15	15	.....	542	15	15	.....	48	80	27	2	....
7	27	1	51	43	110	.....	3	3	1	1	...	138	....	....	....	.....	.....	.....	20	2	....
9	157	271	271	271	349	349	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	32	.....	....
9	30	7	7	7	319	.....	.....	.....	.....	.....	...	317	.....	.....	.....	.....	.....	.....	14	.....	....
10	98	56	98	.....	197	197	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	10	1	....
11	44	44	70	57	96	96	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	10	1	....
12	276	118	276	950	950	950	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	18	1	....
13	130	64	81	139	130	130	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	8	1	....
14	17	2	17	17	.....	64	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	7	1	....
15	48	14	35	35	64	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	6	1	....
16	41	20	20	41	78	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	10	1	....
17	332	27	159	27	217	942	66	127	10	10	10	942	.....	8	8	.....	.....	.....	25	.....	2
18	38	38	38	82	82	82	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	6	1	....
19	126	28	69	28	115	.....	.....	.....	.....	.....	...	160	.....	.....	.....	.....	.....	.....	9	.....	....
20	196	125	173	86	125	.....	15	47	47	47	6	.....	.....	.....	.....	.....	.....	.....	10	.....	....
21	32	13	32	13	32	.....	.....	.....	.....	.....	...	135	.....	.....	135	.....	.....	.....	2	.....	4
22	202	37	90	46	282	57	10	37	10	10	4	73	.....	7	18	.....	.....	.....	24	.....	....
23	39	39	39	50	68	68	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	10	1	....
24	19	8	19	19	30	52	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	7	1	....
25	139	139	139	89	450	450	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	13	.....	....
26	25	8	19	19	46	46	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	3	1	....
27	118	118	118	118	175	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	12	.....	....
28	36	36	36	79	79	79	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	3	.....	....
29	66	44	66	154	154	154	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	7	12	11	1	....
30	28	28	28	28	60	60	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	6	1	....
31	28	21	21	21	38	47	.....	.....	.....	.....	...	.....	.....	.....	.....	21	.....	.....	10	.....	....
32	146	146	229	146	482	.....	.....	.....	.....	.....	...	65	.....	.....	.....	.....	.....	.....	23	.....	....
33	90	90	90	190	190	190	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	5	.....	....
34	22	22	22	12	29	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	6	.....	....
35	72	72	72	156	156	156	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	10	.....	....
36	46	46	46	46	69	113	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	12	1	....
37	13	13	31	31	31	68	.....	.....	.....	.....	...	68	.....	.....	.....	.....	.....	.....	3	1	....
38	173	123	173	173	323	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	14	.....	....
39	24	10	16	16	55	55	.....	10	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	8	.....	....
40	115	57	115	145	201	201	.....	.....	.....	.....	...	201	.....	.....	.....	.....	.....	.....	12	.....	....
41	284	55	99	284	284	284	55	55	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	10	2	....
42	96	144	144	265	265	209	.....	.....	.....	.....	...	265	.....	.....	.....	.....	.....	.....	10	.....	....
43	42	24	42	24	90	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	10	.....	....
44	96	96	96	194	339	339	.....	.....	.....	.....	...	174	.....	.....	.....	.....	.....	.....	3	1	....
45	177	48	48	48	56	.....	5	5	5	5	...	372	.....	.....	.....	.....	.....	.....	15	.....	....
46	135	32	32	32	343	343	32	32	.....	.....	...	343	.....	.....	.....	.....	.....	.....	7	.....	....
47	84	19	49	30	84	121	.....	19	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	9	.....	....
48	67	67	67	67	138	138	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	4	.....	....
49	206	38	167	128	206	206	.....	38	.....	.....	...	206	.....	.....	.....	.....	.....	.....	8	1	50
40	90	56	90	90	173	173	.....	56	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	22	1	....
51	45	12	45	45	86	.....	.....	.....	.....	.....	...	80	.....	.....	.....	.....	.....	.....	8	1	....
52	89	66	89	89	213	213	13	13	13	13	...	.....	.....	13	.....	.....	.....	.....	9	1	....
53	65	65	101	156	156	156	.....	.....	.....	.....	...	.....	150	.....	.....	.....	.....	.....	15	.....	....
54	24	16	24	16	32	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	6	.....	....
	5,491	3,211	4,815	5,566	10,024	8,648	290	584	143	143	35	3,552	692	91	212	21	55	92	604	33	96
1	6,373	2,788	4,775	5,073	7,028	5,856	292	3,434	224	199	99	8,769	822	311	166	1,060	712	332	1706	118	399
2	10,210	4,748	9,427	11,424	18,444	18,383	643	1,700	405	405	188	2,378	23	907	570	343	2,493	335	943	26	26
3	5,491	3,211	4,815	5,566	10,024	8,648	290	584	143	143	35	3,552	692	91	212	21	55	92	604	33	96
4	1,111	581	954	1,489	1,684	1,660	108	207	104	102	70	804	.....	75	38	209	125	171	153	10	73
5	23,185	11,328	19,971	23,552	37,180	31,547	1,333	5,925	876	849	372	15,503	1,537	1384	986	1,633	3,385	930	3,406	187	594
6	25,667	12,141	20,258	20,983	33,667	28,643	1,436	1,289	775	767	290	17,121	1,851	561	588	1,276	5,084	1521	3,182	211	697
7	.....	.....	.....	2,569	3,513	5,904	...	4,636	101	82	82	.....	.....	823	398	357	.....	.....	224	.....	.....
8	2,482	813	287	.....	.....	.....	103	.....	.....	.....	...	1,618	314	.....	.....	.....	1,699	591	.....	24	103
9	45.02	21.99	38.77	45.73	72.19	67.07	2.59	11.50	1.70	1.64	.72	30.1	2.98	2.68	1.91	3.17	6.57	1.8	.....	.....	.....

COLLEGIATE INSTITUTES

I.—Table H.—

Collegiate Institutes.	Receipts.						Teachers' salaries.
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	School fees.	Balances and other sources.	Total receipts.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Aylmer	952 15	2,222 37	1,650 00	806 50	355 83	5,986 85	4,290 00
2 Barrie	*1,298 80	1,298 80	3,200 00	1,840 00	965 23	8,602 83	6,586 16
3 Berlin	†3,066 55	4,328 16	7,000 00	2,505 20	537 92	17,437 83	11,610 00
4 Brantford	1,342 20	2,500 00	7,900 00	3,360 40	1,259 66	16,362 26	10,261 37
5 Brockville	*1,368 60	1,450 00	8,500 00	684 50	894 77	12,897 87	8,738 58
6 Chatham	1,291 45	1,461 89	12,195 35	2,425 18	229 80	17 603 67	11,220 00
7 Clinton	1,011 68	1,849 75	2,400 00	845 75	606 87	6,714 05	5,109 50
8 Cobourg	*†1,485 29	1,715 29	2,973 83	1,038 40	1,796 76	9,009 57	5,941 45
9 Collingwood	*‡2,109 91	1,059 91	4,300 00	1,113 03	1,114 45	9 697 30	6,524 50
10 Galt	*†‡2,861 87	2,302 36	5,600 00	2,938 00	2,929 90	16,632 13	10,478 08
11 Goderich	*1,260 27	1,539 32	3,000 00	1,483 50	2,453 52	9,736 61	6,136 50
12 Guelph	*1,478 00	865 20	9,686 42	539 69	441 74	13,011 05	9,212 25
13 Hamilton	*†¶5,328 40	.....	30,063 15	5,734 00	788 00	41,913 55	23,835 00
14 Ingersoll	*†1,770 86	2,619 17	2,841 61	997 75	1,190 06	9,419 45	6,140 00
15 Kingston	†2,515 70	.....	8,916 00	5,611 55	771 25	17,814 50	14,284 69
16 Lindsay	*†‡2,426 93	2,160 85	4,745 90	1,820 75	322 50	11.476 93	9,133 30
17 London	*†1.824 18	.....	29,953 00	4,200 00	1,093 89	37,071 07	27,765 50
18 Morrisburg	‡2,171 62	3,697 79	3,327 32	.....	2,718 28	11,915 01	6,250 46
19 Napanee	*1,253 82	2,950 00	3,150 00	101 00	1,738 24	9,193 06	6,139 33
20 Niagara Falls	1,343 80	1,311 59	8,000 00	.....	395 72	11,051 11	7,905 00
21 Orillia	*1,375 19	1,772 92	3,000 00	1,791 14	1,805 95	9,745 20	6,750 00
22 Ottawa	1,346 35	.....	19,996 00	14,631 17	2,194 12	38.167 64	27,095 00
23 Owen Sound	*†2,330 42	4,092 88	9,873 00	2,555 75	1,237 55	20,089 60	13.075 80
24 Perth	‡2,056 65	1,744 55	4,000 00	424 50	868 91	9,094 61	5,899 84
25 Peterborough	1,300 00	.....	9,500 00	2,651 50	29,609 78	43.061 28	10,386 70
26 Renfrew	†1,237 57	2,301 50	3,900 00	39 00	6,904 61	14,382 68	6,189 00
27 Ridgetown	1,059 42	1,747 95	1,950 00	872 25	3 95	5,633 57	4,486 66
28 St. Catharines	*1,420 15	2,324 78	7.264 00	70 00	120 03	11,198 96	8,072 55
29 St. Mary's	993 57	1,278 19	2,400 00	1,273 75	1,092 36	7,037 87	4,917 35
30 St. Thomas	*†1.962 50	1,995 79	8,500 00	2,226 25	1,005 77	15,690 31	11,992 00
31 Sarnia	*1.479 75	2.167 09	7,803 58	.....	340 65	11,791 07	8,061 82
32 Seaforth	*1,110 56	1,626 48	1,920 59	1,419 80	2,114 95	8,192 38	5.290 53
33 Stratford	†2,956 95	1,300 00	7,000 00	2,341 30	789 93	14,388 18	9,289 72
34 Strathroy	*1,044 40	1,903 99	2,800 00	1,064 00	61 00	6,873 39	5,035 00
35 Toronto (Harbord)	*1,490 09	.....	27,679 72	8,750 00	2,932 79	40,852 60	31,468 25
36 Toronto (Jameson)	*1.469 00	.....	25.636 26	4,605 00	7.473 50	39,183 76	20,313 50
37 Toronto (Jarvis)	*1.437 20	.....	29,249 28	6,128 00	269 50	37,083 98	24,737 00
38 Toronto Junction	1,334 77	322 24	8,680 00	2,365 50	1,561 25	14,263 76	8,983 00
39 Vankleek Hill	1.121 17	3,315 56	.....	89 30	863 24	5,389 27	4,355 00
40 Whitby	872 86	1,352 68	2,800 00	548 00	144 64	5,718 18	4,476 35
41 Windsor	1,446 85	1,388 42	9,366 58	279 00	753 59	13,234 44	10,000 00
42 Woodstock	*‡2,480 95	1,775 41	16,916 23	2,035 25	2,632 87	25,840 71	8,872 85
Totals	71,488 45	67,742 88	369,637 82	94,205 66	87,385 33	690,460 14	437,309 59

*Grant for Cadet Corps included. † Grant for Technical Education included. ‡ Grant for Agricultural training included. ¶ Grant ($3,375) for Normal College included.

AND HIGH SCHOOLS.

Financial Statement.

	Expenditure.					Balances.	Charges per year for tuition.
	Buildings, sites, and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., typewriters drawing models and equipment for physical education.	School books, stationery, prizes, fuel, examinations and other expenses.	Total expenditure		
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
1	8 04	22 88	52 04	988 68	5,361 64	625 21	Res. F. I $5; others $10.
2	.....	45 53	85 11	1,042 31	7,759 11	843 72	$10.
3	267 32	22 00	343 01	3,065 21	15,307 54	2,130 29	$10
4	2,275 00	158 37	.....	3,667 52	16,362 26	.....	Res. and Co. $10; others $16.
5	.....	90 90	40 00	3,343 89	12,213 37	684 50	$5.
6	2,444 88	290 16	239 40	3,114 14	17,308 58	295 09	Res. $6; non-res. $10.
7	.....	89 07	150 70	990 72	6,339 99	374 06	$6; $8; $10.
8	.....	286 43	134 51	1,361 45	7,723 84	1,285 73	$12: Co. free.
9	1,243 70	194 01	362 68	1,207 14	9,532 03	165 27	Form I, Town, free; others $10.
10	2,731 12	234 52	126 06	2,951 52	16,521 30	110 83	Co. $10; others $14.
11	.....	278 58	127 64	904 45	7,447.17	2,289 44	$6; $8; $10.
12	883 22	285 13	157 99	2,472 46	13,011 05	.....	City free: Co. and adj. Cos. $10: others $20.
13	2,529 50	474 62	73 10	3,336 72	30,248 94	11,664 61	Res. 1st year $2.50, other years $10; non-res. $25.
14	.....	290 67	72 25	2,422 37	8,925 29	494 16	$7.50.
15	.....	382 21	58 45	2,426 65	17,152 00	662 50	Res. $10 to $30; non-res. $20 to $30;
16	46 60	279 69	154 71	1,862 63	11,476 93	.....	Town and Co. $7.50 to $10; others $7.50 to $20.
17	.....	1,246 29	507 46	5,222 57	34,741 82	2,329 25	$10.
18	1,074 78	....	103 59	894 34	8,323 17	3,591 84	Free.
19	22 50	58 15	22 25	2,081 66	8,323 89	869 17	Town and Co. free; others $10.
20	351 34	596 99	126 67	2,071 11	11,051 11	.....	Free.
21	91 81	47 07	100 00	1,517 94	8,506 82	1,238 38	Town $5; others $10.
22	423 81	168 30	395 95	5,536 29	33,619 35	4,548 29	Res. $20 and $25; non res. $45 and $50.
23	1,988 43	457 50	.....	3,220 05	18,741 78	1,347 82	Town $8 to $12; Co. $10; others $10 to $15.
24	178 79	180 43	79 30	1,277 41	7,615 77	1,478 84	Co. $5; non-res. $16.
25	1,100 00	.....	310 80	2,309 68	14,107 18	28,954 10	Res. $5 to $10; non-res $25.
26	.....	10 95	387 20	7,795 53	14,382 68	.....	Res. and Co. free; others $15.
27	.....	186 82	155 10	710 32	5,538 90	94 67	Res. F.I free, other F's $6; Co and non-res. $10.
28	629 99	.....	21 55	1,909 43	10,633 52	565 44	Res. and Co. free; others $16.
29	339 11	389 08	26 69	842 56	6,514 79	523 08	Res. 1st year free, other yrs. $5; all others $10.
30	100 95	327 90	333 52	2,887 47	15,641 84	48 47	H.S.D. 1st year free, other years $10; Co. $10; all others $30.
31	.....	1,257 54	197 24	1,862 87	11,379 47	411 60	Free.
32	.....	80 90	69 26	1,063 68	6,504 37	1,688 01	L. Sch. $6 and $8; M. and U. $10.
33	4 50	188 17	284 92	4,229 80	13,997 11	391 07	Res. 1st term free; others $10.
34	.....	116 33	32 35	1,307 16	6,490 84	382 55	Town F. I free; others $10.
35	130 00	487 96	598 07	8,168 32	40,852 60	}	
36	11,342 42	1,295 43	428 78	4,619 14	37,999 27	1,184 49	$6; $15; $21; $27.
37	6,005 00	837 78	601 25	4,902 95	37,083 98	}	
38	62 55	2,129 99	122 33	2,249 11	13,546 98	716 78	$10; $15
39	161 92	113 29	28 88	730 18	5,389 27	.....	Province free; others $10.
40	.....	219 31	58 32	803 22	5,557 20	160 98	Town $6; Co. $6.75; others $10.
41	410 00	57 35	188 97	2,031,93	12,688 25	546 19	City and Co. free; others $30.
42	12,523 41	360 65	807 47	2,076 33	24,640 71	1,200 00	$7.50.
	49,370 69	14,238 95	8,165 57	107,478 91	616,563 71	73,896 43	10 free; 32 not free.

COLLEGIATE INSTITUTES AND

I.—Table H —Financial

High Schools.	Receipts.						Teachers' salaries.
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	School fees.	Balances and other sources.	Total receipts.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Alexandria	732 73	898 90	1,449 00	.....	2,462 50	5,543 13	3,050 00
2 Almonte	797 51	797 51	2,499 27	177 73	268 18	4,540 20	3,468 78
3 Arnprior	758 85	758 85	3,559 13	143 50	904 20	6,124 53	3,605 00
4 Arthur	*790 22	1,198 84	1,586 75	873 55	273 39	4,672 75	2,724 55
5 Athens	794 94	1,770 82	1,500 00	423 75	920 82	5,410 33	3,530 00
6 Aurora	698 23	700 00	650 00	597 50	246 77	2,892 50	2,269 02
7 Beamsville	526 63	530 00	716 25	.....	726 11	2,498 99	1,545 00
8 Belleville	†1,006 82	340 00	4,617 28	165 50	.....	6,129 60	4,856 60
9 Bowmanville	891 63	1,888 09	1,950 00	231 30	581 09	5,542 11	4,160 00
10 Bradford	666 88	666 88	600 00	759 55	715 42	3,408 73	2,395 05
11 Brampton	976 40	2,500 00	2,500 00	1,232 00	353 35	7,561 75	5,553 35
12 Brighton	533 80	1,085 86	950 00	.....	806 44	3,376 10	2,060 92
13 Caledonia	705 79	1,722 25	1,400 00	67 50	997 44	4,894 98	3,160 00
14 Campbellford	840 42	840 42	3,502 15	332 50	925 50	6,440 99	4,200 00
15 Carleton Place	830 25	830 25	3,500 00	208 26	74 15	5,442 91	3,663 75
16 Cayuga	627 63	500 00	400 00	.....	1,083 16	2,610 79	2,290 00
17 Chesley	700 04	1,221 76	2,000 00	843 00	836 73	5,601 53	3,599 88
18 Colborne	534 32	1,283 20	1,000 00	.....	1,878 23	4,695 75	1,604 17
19 Cornwall	*1,185 52	3,298 43	5,100 00	.....	2,828 88	12,412 83	7,593 35
20 Deseronto	759 37	759 37	2,100 00	99 00	361 20	4,078 94	2,663 56
21 Dundas	*757 78	1,107 78	600 00	636 00	521 86	3,623 42	2,550 54
22 Dunnville	771 73	1,096 78	1,200 00	.....	1,958 18	5,026 69	4,013 75
23 Dutton	699 18	1,746 32	800 00	1,208 00	1,632 71	6,086 21	3,081 13
24 East Toronto	740 96	700 00	2,000 00	948 00	5,919 49	10,308 45	3,200 00
25 Elora	584 35	790 35	775 00	402 00	58 62	2,610 32	2,207 50
26 Essex	††1,987 82	2,301 86	.....	14 50	1,566 75	5,870 93	4,162 00
27 Fergus	716 07	935 76	1,800 00	492 00	1,044 03	4,987 86	3,140 00
28 Forest	684 48	1,502 27	1,200 00	.....	412 41	3,799 16	2,450 00
29 Fort William	1,432 88	.....	5,500 00	.....	196 39	7,129 27	4,569 20
30 Gananoque	885 92	1,135 92	3,433 61	150 50	50 00	5,655 95	4,132 81
31 Georgetown	758 75	758 75	2,598 65	1,211 36	568 10	5,895 61	3,582 61
32 Glencoe	699 41	1,032 79	550 00	624 00	965 00	3,871 20	2,445 00
33 Gravenhurst	1,292 62	.....	1,200 00	423 50	115 65	3,031 77	2,110 00
34 Grimsby	506 89	600 00	200 00	.....	846 48	2,153 37	1,500 00
35 Hagersville	684 56	2,419 33	900 00	.....	1,765 22	5,769 11	2,435 69
36 Harriston	724 58	1,514 81	755 06	657 00	43 50	3,694 95	3,005 00
37 Hawkesbury	623 45	1,593 07	961 25	.....	.....	3,177 77	2,485 00
38 Iroquois	834 60	2,278 65	1,991 45	.....	1,028 79	6,133 49	3,612 50
39 Kemptville	841 26	128 50	2,000 00	753 00	1,209 62	4,932 38	3,893 81
40 Kenora	1,440 10	.....	2,795 40	.....	.....	4,235 50	3,469 00
41 Kincardine	993 78	1,573 58	1,500 00	1,174 00	4,705 84	9,947 20	4,463 00
42 Leamington	769 67	1,656 40	1,500 00	120 00	527 01	4,573 08	3,530 00
43 Listowel	746 54	800 00	1,500 00	1,375 82	283 64	4,706 00	3,655 50
44 Lucan	729 45	1,213 28	1,000 00	1,066 50	241 16	4,250 39	2,955 00
45 Madoc	673 81	1,820 23	700 00	455 00	813 26	4,462 30	2,450 00
46 Markham	815 50	1,813 60	550 00	1,643 00	1,220 41	6,042 51	4,074 00
47 Meaford	940 48	2,430 00	4,000 00	797 50	159 11	8,327 09	4,750 00
48 Midland	869 21	783 59	3,020 00	561 91	74 06	5,308 77	3,685 00
49 Mitchell	694 68	800 00	1,200 00	544 20	62 07	3,300 95	2,583 00
50 Mount Forest	773 72	1,283 06	1,400 00	604 75	202 79	4,264 32	2,903 31
51 Newburgh	637 05	1,855 00	925 00	21 00	503 88	3,941 93	2,535 50
52 Newcastle	533 65	627 65	210 17	.....	636 23	2,007 70	1,350 00
53 Newmarket	776 64	700 00	1,500 00	842 00	125 20	3,943 84	2,882 50
54 Niagara	488 63	550 00	650 00	.....	358 12	2,046 75	1,425 00
55 Niagara Falls South	654 44	1,155 95	1,000 00	.....	3,773 56	6,583 95	2,404 46
56 North Bay	1,482 70	.....	3,650 88	.....	535 33	5,668 91	3,390 00
57 Norwood	663 99	1,087 46	869 00	619 00	464 90	3,704 35	2,460 27
58 Oakville	669 09	1,877 52	1,500 00	405 00	62 00	4,513 61	2,800 00

*Grant for Cadet Corps included. †Grant for Technical Education included.
‡Grant for Agricultural Training included.

HIGH SCHOOLS.—*Continued.*

Statement.—*Continued.*

	Expenditure.						
	Buildings, sites and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education.	School books, stationery, prizes, fuel, examinations, and other expenses.	Total expenditure.	Balances.	Charges per year for tuition.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
1				1,250 42	4,300 42	1,242 71	Free.
2				972 11	4,440 89	99 31	Res. $1; Co. and non-res. $6.
3	75 00		14 02	623 68	4,317 70	1,806 83	Res. free; non-res. $10
4	599 27	90 85	264 46	935 67	4,614 80	57 95	$10.
5		207 55	37 39	699 35	4,474 29	936 04	Res. free; Co. $5: others $10.
6	38 14		65 88	476 88	2,849 92	42 58	$10.
7		4 53	101 71	667 75	2,318 99	180 00	Free.
8		16 00		1,177 00	6,049 60	80 00	Res. free; others $25.
9	298 90	24 15	67 08	811 32	5,361 45	180 66	H. S. D. $4, $6, $7.50; Co. free.
10		24 96		650 63	3,070 64	338 09	H. S. D. 1st yr. free; all others $10.
11	280 00	426 88	172 42	968 68	7,401 33	160 42	$10.
12		42 30	21 24	401 88	2,526 34	849 76	Free.
13	73 03	144 73	55 85	772 22	4,205 83	687 15	Village and Co. free; others $4.50.
14	385 16	11 03	151 71	1,023 04	5,770 94	670 05	H. S. D. $6; others free.
15		60 81		833 74	4,558 30	884 61	H. S. D. free; Lanark and Carleton Cos. $5; others $10.
16	57 93	17 10		216 26	2,581 29	29 50	Free.
17		1,208 27	78 69	362 44	5,249 28	352 25	$10.
18	15 12	4 00	76 30	471 33	2,170 92	2,524 83	Free.
19	644 26	472 73	106 12	2,147 19	10,963 65	1,449 18	Free.
20		110 48	12 50	927 61	3,714 15	364 79	Res. free.
21	61 57	72 73	72 11	576 62	3,333 57	289 85	Res. F. I free, other F.'s $9.50; all others, $10.
22	45 00	21 04	139 93	806 97	5,026 69		Free.
23		110 75		585 60	3,777 48	2,308 73	$10.
24	605 51		17 69	1,053 40	4,876 60	5,431 85	Res. and Co. $10; others $20.
25	17 35		49 31	328 07	2,602 23	8 09	Res. $5; non-res. $10.
26	586 10	364 23	33 12	572 39	5,717 84	153 09	Town and Co. free; others $10.
27	10 39	130 15	88 28	345 98	3,714 80	1,273 06	H. S. D. free; others $10.
28			62 05	598 60	3,110 65	688 51	Free.
29		42 40	249 38	1,384 36	6,245 34	883 93	Free.
30		211 88	174 73	1,136 53	5,655 95		Free; Co. and non-res. $5.
31			12 42	915 58	4,510 61	1,385 00	Form I $7; others $10.
32		3 90	18 80	1,403 50	3,871 20		$10.
33		88 44	74 50	725 71	2,998 65	33 12	F. I $5; other F.'s $10.
34				350 64	1,850 64	302 73	Free.
35		40 05	26 49	3,096 78	5,599 01	170 10	Free.
36	39 70	63 95	7 00	579 30	3,694 95		$10.
37		99 17		593 60	3,177 77		Free.
38	10 00		169 87	1,027 72	4,820 09	1,313 40	Free.
39		22 76	50 49	965 32	4,932 38		H. S. D. free; Co. and Dundas Co. $5; others $25.
40	41 50			725 00	4,235 50		Free; non-res. $10.
41	4,462 10		69 66	943 05	9,937 81	9 39	H. S. D. $8; Co. $10.
42	73 00	254 18	7 72	519 50	4,384 40	188 68	Co. free (Chemistry class $1); outside Co. $10.
43		30 00		1,009 70	4,695 20	10 80	Town 1st year free if no language taken, otherwise $9; all others $10.
44	55 64	39 47	52 98	587 46	3,690 55	559 84	$10.
45		39 15	28 40	795 27	3,312 82	1,149 48	$10.
46	236 03		106 07	974 38	5,390 48	652 03	$10.
47	363 76	198 59	365 95	1,888 16	7,566 46	760 63	Town $5 to $8; others $10.
48	312 65	65 79	116 04	950 71	5,130 19	178 58	Res. $5; non. res. $10.
49	42 30	19 60	78 60	505 13	3,228 63	72 32	Town $6; others $10.
50		239 79		1,052 26	4,195 56	68 76	F. I. free to res.; others $10.
51	177 05	159 97		478 23	3,350 75	591 18	Free.
52	22 90		6 94	331 72	1,711 56	296 14	Free.
53	50 00	51 34	32 35	927 58	3,943 77	07	$10.
54	11 70	34 29	27 96	401 36	1,900 31	146 44	Free.
55		352 03	66 13	456 40	3,279 02	3,304 93	Free.
56	1,013 17	92 00	196 32	908 48	5,599 97	68 94	Free.
57		183 33	71 33	432 81	3,147 74	556 61	$6.
58	200 00	44 28	20 57	1,182 45	4,247 30	266 31	$5; $8.

COLLEGIATE INSTITUTES AND

I.—Table H.—Financial

High Schools.	Receipts.						Teachers' salaries.
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	School fees.	Balances and other sources.	Total receipts.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
59 Omemee	470 47	470 47	875 98	190 75	93 67	2,101 34	1,589 68
60 Orangeville	935 10	1,679 91	2,450 00	1,424 75	236 91	6,726 67	4,810 00
61 Oshawa	901 59	1,766 81	2,993 00	489 50	1,002 84	7,153 74	5,032 62
62 Paris	800 77	800 77	2,500 00	556 47	337 28	4,995 29	3,778 62
63 Parkhill	767 07	1,011 88	575 00	943 10	524 25	3,851 30	3,351 25
64 Pembroke	884 15	884 15	4,075 05	.....	62 20	5,905 55	4,450 00
65 Penetanguishene	620 98	.....	5,989 27	.....	15 07	6,625 32	2,520 00
66 Petrolea	860 07	1,835 43	2,600 00	.....	4,298 07	9,593 57	4,166 70
67 Picton	957 73	2,360 77	3,000 00	.....	1,739 90	8,058 40	5,102 66
68 Plantagenet	585 04	1,114 02	1,350 00	.....	1,493 70	4,542 76	2,107 00
69 Port Arthur	1,519 04	.....	3,000 00	.....	709 22	5,228 26	3,385 00
70 Port Dover	509 60	642 40	907 56	.....	25 00	2,084 56	1,600 00
71 Port Elgin	628 90	931 54	1,000 00	397 25	516 68	3,474 37	2,550 00
72 Port Hope	1,003 53	2,677 52	1,714 27	672 25	112 79	6,180 36	5,083 34
73 Port Perry	*840 14	2,011 32	1,500 00	277 50	120 46	4,749 42	3,580 00
74 Port Rowan	462 74	700 00	841 80	.....	.....	2,004 54	1,550 00
75 Prescott	700 88	406 73	3,275 00	119 00	141 92	4,643 53	2,911 22
76 Richmond Hill	633 46	880 09	300 00	1,006 25	603 07	3,422 87	2,233 70
77 Rockland	556 85	1,690 55	1,704 79	.....	5 67	3,957 86	1,935 00
78 Sault Ste. Marie	†1,360 64	.....	4,000 00	1,270 00	17,699 04	29,329 68	4,480 00
79 Simcoe	899 15	2,154 75	3,639 40	.....	64 00	5,757 30	5,034 98
80 Smith's Falls	815 76	.....	3,655 28	225 50	53 00	4,749 54	4,015 25
81 Smithville	497 69	.....	900 00	83 39	1,070 53	2,551 61	1,622 06
82 Stirling	604 25	1,589 21	850 00	160 50	333 28	3,537 24	2,230 63
83 Streetsville	596 22	1,571 23	425 00	176 00	1,027 10	3,795 55	2,240 00
84 Sydenham	670 18	2,100 00	.....	487 00	262 14	3,519 32	2,637 34
85 Thorold	557 28	654 16	1,300 00	.....	691 26	3,202 70	1,769 15
86 Tillsonburg	715 36	1,201 55	1,500 00	793 25	680 54	4,890 70	3,453 27
87 Toronto Technical	‡4,960 00	.....	315,002 00	6,082 15	1[illegible] 00	326,185 15	33,371 74
88 Toronto (Riverdale)	.....	.....	85,124 74	414 00	269 50	85,808 24	2,680 00
89 Trenton	822 26	957 28	3,271 20	.....	1,340 18	6,390 92	3,461 55
90 Uxbridge	*746 36	958 11	1,500 00	663 00	632 74	4,500 21	3,020 00
91 Vienna	497 13	747 13	550 00	.....	513 22	2,307 48	1,450 00
92 Walkerton	859 16	1,127 71	2,150 00	784 00	473 06	5,393 93	3,994 03
93 Wardsville	478 83	478 83	550 00	232 00	25 75	1,765 41	1,331 75
94 Waterdown	573 40	973 40	300 00	249 00	877 13	2,972 93	2,150 00
95 Waterford	684 76	1,587 11	800 00	.....	584 48	3,656 35	2,429 38
96 Watford	729 90	1,836 67	600 00	446 50	1,701 63	5,314 70	3,090 00
97 Welland	752 37	1,972 46	2,500 00	.....	2,342 75	7,567 58	4,165 00
98 Weston	658 97	700 00	1,200 00	704 00	158 21	3,421 18	2,520 00
99 Wiarton	681 57	1,192 73	1,050 00	365 00	112 41	3,401 71	2,532 28
100 Williamstown	747 59	529 46	1,631 27	.....	781 03	3,689 35	2,932 00
101 Wingham	575 39	575 00	2,632 63	1,074 00	7,763 30	12,620 32	3,790 00
1 Totals, High Schools	87,060 73	112,062 84	574,248 54	44,190 29	103,530 91	921,093 31	346,472 46
2 Totals, Collegiate Institutes	71,488 45	67,742 88	369,637 82	94,205 66	87,385 33	690,460 14	437,309 59
3 Grand Totals, 1907	158,549 18	179,805 72	943,886 36	138,395 95	190,916 24	1,611 553 45	783,782 05
4 Grand Totals, 1906	127,843 03	167,870 99	615,995 73	132,067 49	166,004 98	1,209,782 22	716,471 31
5 Increases	30,706 15	11,934 73	327,890 63	6,328 46	24,911 26	401,771 23	67,310 74
6 Percentages	9.84	11.16	58.57	8.59	11.84	.....	64.58

*Grant for Cadet Corps included. †Grant for Technical Education included.

‡Grants for Technical Education for 1906 and 1907.

HIGH SCHOOLS.—*Continued.*

Statement.—*Concluded.*

	Expenditure.					Balances.	Charges per year for tuition.
	Buildings, sites and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., drawing models and equipment for physical education.	School books, stationery, prizes, fuel, examinations and other expenses.	Total expenditure.		
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
59	133 80	.....	.....	367 77	2,091 25	10 09	H. S. D. free; others $10.
50	44 10	323 66	.....	1,097 86	6,275 62	451 05	Town $9; others $10.
61	386 95	.....	180 00	1,554 17	7,153 74	.....	Form I. free; others $7.50.
62	.....	83 92	35 88	665 17	4,562 69	432 60	Res. Waterloo, Oxford & Brant Cos. free; others $20.
63	.....	56 51	.....	443 54	3,851 30	.....	Town $6 & $8; others $10.
64	100 70	310 12	35 35	1,009 38	5,905 55	.....	Free.
65	1,494 66	30 50	165 30	1,101 61	5,312 07	1,313 25	Free.
66	29 67	14 00	.....	575 28	4,785 65	4,807 92	Free.
67	.....	66 47	.....	2,889 27	8,058 40	.....	Free.
68	317 84	.....	84 36	572 24	3,081 44	1,461 32	Free.
69	549 14	.....	183 61	1,110 51	5,228 26	.....	Free.
70	121 03	.....	79 59	283 94	2,084 56	.....	Free.
71	.....	.....	50 00	758 64	3,358 64	115 73	Village $6; others $10
72	.....	.....	75 66	1,021 36	6,180 36	.....	Co. free; H. S. D and others $9.
73	313 15	.....	50 77	665 93	4,609 85	139 57	$7.50
74	.....	102 29	54 60	297 65	2,004 54	.....	Free.
75	593 17	.....	102 32	905 11	4,511 82	131 71	Res. free; non-res. $5.
76	53 49	.....	.....	585 59	2,872 78	550 09	$10.
77	129 07	.....	68 92	672 56	2,805 55	1,152 31	Free.
78	365 00	11 20	119 91	1,474 73	6,450 84	22,878 84	$10.
79	.....	48 45	129 53	544 34	5,757 30	.....	H. S. D. & Co. free; others $10.
80	52 17	.....	117 24	564 88	4,749 54	.....	Res. free; Co. $5; others $10.
81	15 53	43 29	57 50	270 81	2,009 19	542 42	Res. free; Co. $9.
82	18 75	.....	10 38	363 88	2,623 64	913 60	Free from September 1907.
83	.....	160 37	107 57	325 77	2,833 71	961 84	$5.
84	236 80	131 72	9 25	420 52	3,435 63	83 69	Co. $5; outside Co. $6.
85	72 05	41 95	141 10	551 35	2,575 60	627 10	Free.
86	12 90	15 24	31 87	812 05	4,325 33	565 37	L. & M. Schs. $7.50; U. Sch. $10.
87	63,896 19	613 54	2,072 74	6,391 34	106,345 55	219,839 60	1st. yr. free; 2nd. $9; 3rd. 15; Specials $2 per Subject per term.
88	62,531 35	18 10	349 17	1,878 12	67,456 74	18,351 50	$6; $15; $21; $27.
89	200 00	387 62	39 93	972 12	5,061 22	1,329 70	Free,
90	.....	140 30	.....	1,339 91	4,500 21	.....	Res. $5; non-res. and Co. $7.50.
91	102 98	.....	29 72	146 83	1,729 53	577 95	Free,
92	412 74	.....	15 17	583 55	5,005 49	388 44	$10.
93	.....	1 75	49 69	262 81	1,646 00	119 41	H. S. D. $7.50; others $10.
94	.....	86 63	52 36	683 94	2,972 93	.....	$5.
95	.....	38 11	133 14	525 86	3,126 49	529 86	Free.
96	.....	75	.....	632 04	3,722 79	1,591 91	Res. $10; others free.
97	150 00	356 27	241 75	666 74	5,579 76	1,987 82	Free.
98	175 00	.....	80 91	645 27	3,421 18	.....	$10.
99	67 55	30 22	.....	525 06	3,155 11	246 60	$5.00
100	52 45	.....	41 72	663 18	3,689 35	.....	Free.
101	1,071 73	.....	959 81	999 97	6,821 51	5,798 81	$6; $8; $10.
1	144,604 19	9,053 71	9,675 38	87,328 17	597,133 91	323,959 40	52 free; 49 not free.
2	49,370 69	14,238 95	8,165 57	107,478 91	616,563 71	73,896 43	10 free; 32 not free.
3	193,974 88	23,292 66	17,840 95	194,807 08	1,213,697 62	397,855 83	62 free; 81 not free.
4	112,465 51	17,032 02	17,708 14	165,617 47	1,029,294 45	180,487 77	59 free; 83 not free.
5	81,509 37	6,260 64	132 81	29,189 61	184,403 17	217,368 06	3 free. §2 not free.
6	15.98	1.92	1.47	16.05	.....	.....	43.35 free: 56.64 not free.

§ Decrease.

Cost per pupil, enrolled attendance, $40.01; average attendance, $65.65.

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the schools

Collegiate Institutes.	Pupils.				Number of Pupils in—			Number of Pupils from—		
	Boys.	Girls.	Totals.	Average attendance.	Lower School.	Middle School.	Upper School.	Municipalities composing the High School District.	Municipalities within the County.	Other Counties.
1 Alymer	60	87	147	82	85	46	16	52	95	.....
2 Barrie	139	135	274	167	140	101	33	164	104	6
3 Berlin	170	136	306	190	203	84	19	160	143	3
4 Brantford	212	229	441	287	286	109	46	301	120	20
5 Brockville	148	184	332	219	200	99	33	255	74	3
6 Chatham	226	252	478	311	290	162	26	341	128	9
7 Clinton	73	72	145	97	97	33	15	80	64	1
8 Cobourg	88	115	203	127	119	55	29	128	75	.....
9 Collingwood	96	135	231	145	137	78	16	167	40	24
10 Galt	182	186	368	220	250	102	16	229	111	28
11 Goderich	90	141	231	125	129	75	27	125	104	2
12 Guelph	184	193	377	228	245	96	36	291	70	16
13 Hamilton	457	473	930	557	489	285	156	800	104	26
14 Ingersoll	131	111	242	141	141	85	16	107	85	50
15 Kingston	273	306	579	344	331	225	23	468	96	15
16 Lindsay	154	160	314	186	195	89	30	193	99	22
17 London	530	573	1,103	627	759	243	101	891	206	6
18 Morrisburg	77	101	178	113	77	86	15	74	101	3
19 Napanee	106	163	269	171	158	81	30	129	135	5
20 Niagara Falls	139	193	332	192	242	64	26	264	46	22
21 Orillia	159	181	340	228	224	91	25	174	106	60
22 Ottawa	472	406	878	558	691	138	49	767	67	44
23 Owen Sound	214	278	492	295	270	163	59	286	162	44
24 Perth	101	117	218	140	159	47	12	115	97	6
25 Peterborough	199	214	413	280	305	78	30	353	56	4
26 Renfrew	109	149	258	157	169	72	17	135	115	8
27 Ridgetown	94	114	208	118	115	72	21	84	124	.....
28 St. Catharines	156	192	348	205	249	70	29	225	113	10
29 St. Mary's	107	148	255	167	112	110	33	121	68	66
30 St. Thomas	187	269	456	286	368	69	19	345	111	.....
31 Sarnia	115	221	336	212	228	86	22	254	78	4
32 Seaforth	107	133	240	150	136	81	23	97	124	19
33 Stratford	191	174	365	229	213	112	40	258	82	25
34 Strathroy	84	100	184	119	94	79	11	99	83	2
35 Toronto (Harbord)	431	492	923	576	517	296	110	910	13	.....
36 Toronto (Jameson)	284	292	576	359	386	135	55	543	26	7
37 Toronto (Jarvis)	360	358	718	433	466	188	64	702	12	4
38 Toronto Junction	152	201	353	218	238	87	28	219	60	74
39 Vankleek Hill	72	122	194	132	129	53	12	65	89	40
40 Whitby	83	104	187	119	94	78	15	109	78	.....
41 Windsor	157	219	376	223	299	58	19	297	75	4
42 Woodstock	162	188	350	220	244	71	35	211	135	4
Totals	7,531	8,617	16,148	9,953	10,279	4,432	1,437	11,588	3,874	686

AND HIGH SCHOOLS.—*Continued.*

and in the various subjects, etc.

	Occupation of Parents.						Number of Pupils in the various subjects.									
	Commerce.	Agriculture.	Professions.	Mechanical occupations.	Labouring.	Other callings.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Mediæval History.	Modern History.	Geography.	Reading.
1	25	97	6	17	2	.....	138	145	145	138	138	60	16	16	131	85
2	79	88	23	67	5	12	259	268	268	262	262	107	20	12	229	195
3	156	31	50	32	13	24	276	304	303	180	124	66	5	7	217	197
4	145	114	44	104	30	4	406	433	433	268	298	242	35	35	369	354
5	61	49	83	86	34	19	326	332	332	308	315	111	8	11	208	247
6	126	120	62	105	34	31	452	477	477	329	354	167	22	21	290	290
7	43	51	18	19	5	9	130	143	143	89	98	73	12	2	105	85
8	49	63	28	56	3	4	174	203	203	160	188	47	31	31	174	112
9	35	48	24	76	38	10	220	228	228	182	182	83	6	5	166	122
10	64	58	18	167	27	34	352	364	364	102	364	102	12	12	311	250
11	45	96	27	39	23	1	204	231	231	218	191	123	22	14	204	75
12	139	76	29	90	27	16	341	377	377	341	341	96	36	36	245	245
13	271	108	90	362	10	89	772	879	893	545	580	270	66	40	518	481
14	55	114	17	45	4	7	229	235	235	228	234	35	7	10	218	165
15	178	76	86	134	60	45	531	573	573	331	303	117	4	4	488	442
16	99	97	22	46	19	31	297	314	256	220	220	155	7	5	203	269
17	456	182	117	268	40	40	909	971	1,015	984	989	262	46	34	853	794
18	38	91	10	34	5	.....	163	175	175	153	130	86	12	6	155	97
19	51	124	32	31	24	7	189	257	260	143	145	77	15	13	207	174
20	70	61	32	97	72	.....	257	332	329	316	332	78	24	7	281	242
21	98	101	39	66	.....	36	276	329	329	240	184	94	19	18	248	266
22	246	45	137	269	86	95	745	871	867	509	509	102	16	12	605	635
23	148	138	48	65	63	30	433	492	492	433	462	222	47	40	270	270
24	41	88	13	45	18	13	208	215	215	208	216	52	7	6	208	148
25	66	33	67	154	88	5	376	403	403	317	317	64	24	8	370	370
26	76	93	8	45	28	8	169	258	258	169	169	89	11	17	169	169
27	38	88	8	20	22	32	192	208	208	192	208	82	15	10	192	158
28	69	51	38	74	46	70	319	348	348	319	319	97	17	17	249	249
29	42	118	19	26	47	3	211	250	250	224	224	110	28	27	170	144
30	155	111	23	94	49	24	437	456	456	437	456	88	19	19	437	325
31	103	71	26	108	15	13	312	333	329	291	298	86	15	5	217	250
32	39	125	21	29	11	15	215	234	234	152	156	93	19	17	170	127
33	115	100	36	93	2	19	339	355	355	339	339	112	24	24	137	255
34	41	79	23	29	8	4	177	183	184	170	176	128	11	11	159	124
35	369	.....	90	190	.....	274	923	923	923	660	668	396	23	38	696	696
36	295	17	76	68	92	28	562	566	566	515	178	59	11	3	419	508
37	320	18	115	142	98	25	615	708	708	218	650	208	9	6	426	562
38	137	50	24	98	27	17	331	344	344	189	138	48	12	5	234	273
39	33	108	11	24	3	15	189	194	194	174	174	92	12	10	166	122
40	38	69	24	23	30	6	183	187	187	94	186	93	10	2	140	94
41	130	31	38	132	33	12	327	348	348	207	207	64	9	4	161	247
42	107	96	33	60	35	19	315	333	333	227	244	141	18	21	300	244
	4,888	3,374	1,735	3,729	1,276	1,146	14,479	15,779	15,771	11,781	12,266	4,877	782	641	11,715	11,157

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the schools

Collegiate Institutes.	Number of Pupils in the various subjects.—*Continued.*									
	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.	Botany.
1 Alymer	131	143	144	14	108	15	93	4	97	97
2 Barrie	249	268	175	28	175	19	222	8	196	196
3 Berlin	306	259	254	14	68	167	190	2	144	144
4 Brantford	410	382	368	38	390	111	335	16	220	220
5 Brockville	295	300	208	22	231	52	258	11	4	154
6 Chatham	452	363	252	25	259	27	275	40	188	188
7 Clinton	130	144	140	15	71	7	122	9	86	86
8 Cobourg	174	152	111	31	60	15	146	6	20	20
9 Collingwood	223	171	171	6	93	31	134	3	120	120
10 Galt	352	300	300	11	223	100	185	5	160	160
11 Goderich	204	171	141	27	91	41	103	4	94	94
12 Guelph	341	316	221	36	275	99	287	3	196	196
13 Hamilton	774	869	869	109	469	239	786	29	102	519
14 Ingersoll	228	200	152	11	82	9	109	.....	80	80
15 Kingston	480	482	427	20	373	99	400	16	90	98
16 Lindsay	297	256	199	20	196	21	187	10	13	116
17 London	925	790	480	79	648	165	613	17	547	548
18 Morrisburg	163	160	133	15	120	20	150	6	57	57
19 Napanee	189	234	131	20	157	32	184	3	126	126
20 Niagara Falls	316	325	189	23	178	24	196	6	199	199
21 Orillia	274	272	271	17	211	35	238	3	190	190
22 Ottawa	754	757	535	66	758	137	628	21	484	504
23 Owen Sound	433	440	438	47	240	25	315	14	32	32
24 Perth	208	217	217	11	107	22	166	10	155	154
25 Peterborough	381	300	333	22	379	42	240	.....	267	267
26 Renfrew	169	258	258	17	137	41	129	16	69	69
27 Ridgetown	192	170	170	16	78	15	166	4	15	15
28 St. Catharines	319	348	243	22	146	22	155	18	142	142
29 St. Mary's	222	252	252	17	172	28	229	11	174	74
30 St. Thomas	437	344	245	19	167	45	241	3	268	268
31 Sarnia	324	236	236	20	157	21	189	10	98	98
32 Seaforth	120	221	156	18	147	20	180	11	136	136
33 Stratford	325	261	311	36	171	97	243	3	104	104
34 Strathroy	178	174	122	11	130	27	141	3	119	119
35 Toronto (Harbord)	915	915	885	123	884	460	763	114	492	492
36 Toronto (Jameson)	533	554	552	36	523	158	489	34	389	389
37 Toronto (Jarvis)	643	694	690	63	683	203	679	47	427	427
38 Toronto Junction	345	346	175	18	125	39	225	8	125	125
39 Vankleek Hill	189	186	186	11	112	14	107	6	125	125
40 Whitby	183	186	147	14	65	15	107	7	100	100
41 Windsor	355	264	150	12	178	19	185	.....	237	237
42 Woodstock	315	276	243	23	189	30	218	4	110	109
Totals	14,453	13,956	11,880	1,203	10,026	2,808	11,008	545	6,997	7,594

AND HIGH SCHOOLS.—*Continued.*

and in the various subjects, etc.—***Continued.***

	Number of Pupils in the various subjects.—*Continued.*									Special Courses.					
	Chemistry.	Physics.	Mineralogy.	Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Commercial.	Agriculture.	Manual Training.	Household Science.	Arithmetic and English Grammar.	Art.
1	95	147	16	85	85	.....	.....	85	85	.....	.....	.....	.....	46	.....
2	255	271	7	168	167	43	20	166	274	.....	.....	.....	.....	.....	.....
3	139	243	10	159	159	83	60	248	302	83	.....	138	111	33	.....
4	191	320	3	274	94	41	41	154	331	41	.....	133	122	65	9
5	126	214	2	31	196	43	30	135	148	.....	.....	.....	.....	.....	.....
6	344	349	11	236	233	110	111	167	452	115	.....	.....	.....	161	.....
7	73	144	3	56	93	37	47	86	135	12	.....	.....	.....	33	.....
8	20	56	20	117	105	60	60	117	150	.....	.....	.....	.....	.....	.....
9	119	184	1	77	114	40	40	101	206	40	1	.....	.....	.....	.....
10	241	241	4	177	31	64	64	183	343	64	8	116	113	61	.....
11	170	175	8	90	75	68	48	53	225	48	.....	.....	.....	75	.....
12	292	316	12	156	156	61	61	184	370	61	.....	.....	44	96	.....
13	520	829	42	489	485	110	16	485	774	4	.....	249	217	120	.....
14	90	185	7	103	27	34	13	42	235	4	.....	80	68	50	.....
15	131	230	8	331	165	73	76	113	.....	71	.....	247	26	35	49
16	199	205	1	179	179	60	60	163	208	60	1	.....	.....	75	.....
17	414	732	21	792	647	198	61	520	821	207	.....	117	396	.....	.....
18	136	136	3	49	49	26	26	105	105	26	1	.....	.....	86	.....
19	88	94	4	101	126	41	27	172	227	.....	.....	.....	.....	58	.....
20	108	262	4	240	240	145	79	183	306	136	.....	.....	.....	44	.....
21	116	261	14	192	183	58	63	185	318	.....	.....	.....	.....	100	.....
22	148	645	10	473	92	94	67	455	843	98	.....	.....	.....	42	24
23	395	446	23	167	167	38	41	229	430	.....	.....	122	145	110	.....
24	64	216	2	101	148	.....	.....	148	214	.....	8	.....	.....	.....	.....
25	51	323	3	280	265	100	55	212	198	90	.....	.....	.....	40	.....
26	116	120	6	169	76	31	35	79	109	31	.....	.....	44	72	.....
27	76	84	8	73	73	36	36	102	198	50	.....	.....	.....	65	.....
28	58	142	.....	185	185	110	58	75	293	110	.....	.....	.....	35	34
29	190	251	18	82	101	21	6	101	155	25	.....	.....	.....	72	.....
30	253	258	.....	211	211	112	74	213	456	61	.....	36	.....	69	.....
31	75	196	5	228	174	100	100	110	315	52	.....	.....	.....	52	.....
32	158	219	17	127	81	33	35	122	228	8	.....	.....	.....	81	.....
33	235	240	15	196	116	86	65	69	.....	.....	.....	92	88	36	.....
34	86	161	4	48	42	18	35	115	175	.....	.....	.....	.....	83	.....
35	681	686	10	511	72	.....	.....	543	892	.....	.....	.....	.....	60	20
36	133	508	8	366	351	.....	.....	379	387	.....	.....	.....	.....	.....	.....
37	125	590	7	274	265	.....	.....	400	635	.....	.....	.....	.....	59	.....
38	77	177	7	172	120	57	57	125	.....	.....	.....	.....	.....	15	.....
39	126	186	5	70	70	20	20	100	189	20	.....	.....	.....	.....	.....
40	180	180	1	60	60	25	21	94	94	5	.....	.....	.....	.....	.....
41	67	284	5	260	255	113	63	259	337	114	.....	.....	.....	.....	71
42	104	201	8	184	172	41	52	121	312	.....	.....	129	75	.....	.....
	7,265	11,707	363	8,338	6,705	2,430	1,823	7,698	12,475	1,639	19	1,459	1,449	2,059	207

COLLEGIATE INSTITUTES

II.—Table I.—Pupils in the Schools

High Schools.	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys.	Girls.	Totals.	Average Attendance.	Lower School.	Middle School.	Upper School.	Municipalities Composing the High School District.	Municipalities within the County.	Other Counties.
1 Alexandria	63	80	143	91	102	41	.....	124	8	11
2 Almonte	47	67	114	63	76	33	5	71	33	10
3 Arnprior	65	101	166	95	122	38	6	122	18	26
4 Arthur	58	77	135	88	82	40	13	75	60	.....
5 Athens	81	132	213	138	112	97	4	85	124	4
6 Aurora	45	56	101	54	71	28	2	43	56	2
7 Beamsville	23	45	68	38	49	19	.....	30	38	.....
8 Belleville	93	118	211	122	162	33	16	176	34	1
9 Bowmanville	46	79	125	76	78	32	15	64	58	3
10 Bradford	61	81	142	84	80	62	.....	44	97	1
11 Brampton	89	83	172	120	94	54	24	78	86	8
12 Brighton	33	50	83	47	64	19	.....	30	53	.....
13 Caledonia	74	57	131	85	72	43	16	42	66	23
14 Campbellford	68	74	142	88	86	42	14	82	53	7
15 Carleton Place	66	78	144	94	83	53	8	103	35	6
16 Cayuga	50	54	104	64	55	40	9	36	68	.....
17 Chesley	60	68	128	84	65	55	8	71	39	18
18 Colborne	39	30	69	37	37	32	.....	40	27	2
19 Cornwall	148	168	316	198	216	83	17	151	142	23
20 Deseronto	36	63	99	55	69	24	6	70	19	10
21 Dundas	74	82	156	92	118	38	.....	107	49	.....
22 Dunnville	59	78	137	80	90	40	7	77	39	21
23 Dutton	74	105	179	115	67	87	25	58	107	14
24 East Toronto	72	74	146	90	101	30	15	81	57	8
25 Elora	28	46	74	40	47	19	8	30	43	1
26 Essex	54	70	124	73	71	28	25	56	68	.....
27 Fergus	61	77	138	87	74	50	14	68	67	3
28 Forest	64	74	138	82	80	54	4	65	73	.....
29 Fort William	35	51	86	49	67	11	8	83	3	.....
30 Gananoque	77	85	162	102	101	52	9	112	42	8
31 Georgetown	81	86	167	104	107	49	11	51	67	49
32 Glencoe	43	57	100	62	45	39	16	34	64	2
33 Gravenhurst	43	49	92	51	59	31	2	89	.....	3
34 Grimsby	55	60	115	62	87	28	.....	39	28	48
35 Hagersville	55	56	111	68	75	29	7	58	53	.....
36 Harriston	57	55	112	70	78	22	12	54	37	21
37 Hawkesbury	32	34	66	37	42	18	6	35	26	5
38 Iroquois	82	92	174	117	101	68	5	64	91	19
39 Kempville	79	114	193	113	106	59	28	70	69	54
40 Kenora	34	60	94	47	75	19	.....	90	4	.....
41 Kincardine	74	102	176	116	102	60	14	90	85	1
42 Leamington	71	87	158	100	98	51	9	66	76	16
43 Listowel	95	93	188	132	113	49	26	80	93	15
44 Lucan	73	73	146	101	69	48	29	48	95	3
45 Madoc	41	60	101	61	57	41	3	50	51	.....
46 Markham	147	92	239	141	130	81	28	32	185	22
47 Meaford	72	110	182	114	96	71	15	77	88	17
48 Midland	44	79	123	70	75	35	13	97	23	3
49 Mitchell	57	47	104	66	66	38	.....	61	41	2
50 Mount Forest	67	65	132	81	79	51	2	81	17	34
51 Newburgh	76	86	162	100	76	86	.....	32	124	6
52 Newcastle	23	41	64	39	42	22	.....	30	33	1
53 Newmarket	81	67	148	81	101	47	.....	74	73	1
54 Niagara	25	30	55	29	38	17	.....	40	15	.....
55 Niagara Falls South	29	50	79	41	63	16	.....	27	52	.....
56 North Bay	34	51	85	54	62	22	1	84	.....	1
57 Norwood	71	71	142	92	87	55	.....	56	62	24

AND HIGH SCHOOLS.—*Continued.*

and in the various subjects, etc.—*Continued.*

	Occupation of Parents.						Number of Pupils in the various subjects.										
	Commerce.	Agriculture.	Professions.	Mechanical Occupations.	Labouring Occupations.	Other Callings.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Mediæval History.	Modern History.	Geography.	Reading.	Arithmetic and Mensuration.
1	5	94	3	21	20	.....	143	143	143	143	143	41	.....	.....	143	143	143
2	29	37	8	5	20	15	114	114	114	68	33	33	5	5	68	55	114
3	57	37	8	31	30	3	134	166	166	67	110	38	5	5	148	134	134
4	39	64	5	13	7	7	122	127	127	80	75	40	5	9	122	80	130
5	34	130	12	18	15	4	209	213	213	182	161	101	4	4	203	137	209
6	18	50	10	17	.....	6	99	101	101	99	54	30	2	.....	98	71	99
7	12	28	2	6	10	10	68	68	68	68	19	19	.....	.....	68	68	68
8	94	24	29	52	12	.....	205	211	211	195	49	49	7	8	140	211	205
9	16	52	8	27	7	15	110	120	124	105	105	32	10	2	102	78	109
10	19	72	9	22	15	5	142	142	142	142	142	62	.....	.....	131	142	142
11	26	78	15	28	15	10	148	172	172	148	172	64	18	18	148	94	148
12	22	38	3	3	14	3	83	83	83	83	83	19	.....	.....	83	54	83
13	15	86	6	11	10	3	72	126	126	115	115	43	9	8	115	72	72
14	20	73	6	30	13	.....	134	139	139	135	140	50	3	3	134	106	136
15	29	39	14	49	12	1	83	141	141	112	91	28	2	1	98	105	83
16	14	56	16	13	3	2	55	104	104	95	95	40	6	7	95	55	55
17	33	44	19	18	14	.....	120	127	127	120	120	56	6	3	63	65	120
18	10	27	3	5	13	11	69	69	69	59	59	30	.....	.....	46	46	69
19	66	101	29	52	35	33	299	307	307	219	203	182	12	14	216	307	299
20	18	26	1	20	34	.....	93	96	94	90	96	28	6	2	90	74	96
21	31	38	15	27	13	32	156	156	156	152	152	38	.....	.....	123	118	118
22	27	45	20	23	17	5	131	136	136	131	131	37	1	1	131	136	131
23	40	79	13	22	13	12	154	154	174	154	178	106	21	9	67	67	154
24	33	39	19	43	10	2	136	146	146	136	146	38	12	9	136	119	136
25	14	33	1	12	6	8	65	74	74	65	65	19	8	8	65	65	55
26	36	64	8	10	1	5	99	113	113	71	115	28	19	7	70	70	93
27	30	64	11	5	10	18	124	136	136	124	136	50	14	14	74	74	124
28	11	56	6	21	28	16	74	134	134	134	85	80	.....	4	134	80	74
29	39	6	8	14	9	10	67	86	86	67	86	16	6	.....	69	67	67
30	32	51	16	48	8	7	153	162	162	153	160	53	5	7	101	101	153
31	49	65	24	19	9	1	156	167	167	156	156	49	9	1	156	100	156
32	11	69	7	9	4	.....	84	94	94	84	84	55	8	8	84	45	84
33	28	20	6	21	16	1	92	92	91	90	90	30	2	2	80	77	92
34	15	66	3	16	15	.....	115	115	115	115	115	28	.....	.....	101	87	115
35	5	46	6	19	28	7	108	111	110	108	110	29	2	6	108	86	108
36	19	45	22	17	6	3	100	112	112	78	112	34	9	5	100	78	100
37	26	20	3	11	6	.....	46	62	62	60	62	18	2	2	60	42	46
38	30	107	7	21	9	.....	171	174	174	171	174	73	2	2	171	140	172
39	31	112	20	11	19	.....	168	189	189	164	150	57	27	10	155	104	163
40	28	6	10	35	4	11	94	94	94	94	94	18	.....	.....	81	75	94
41	37	85	15	26	11	2	100	176	169	67	104	69	6	6	130	114	100
42	30	67	16	25	10	10	149	156	154	147	152	56	3	5	95	98	122
43	44	77	22	24	8	13	162	187	187	162	183	50	25	10	142	113	142
44	18	86	17	11	12	2	123	135	135	124	140	55	27	15	124	69	124
45	28	49	7	6	8	3	101	101	101	101	101	101	3	.....	101	77	98
46	45	135	21	22	6	10	211	239	233	211	211	81	19	18	130	130	211
47	26	90	22	22	5	17	170	182	182	170	175	74	10	6	170	96	170
48	24	10	5	22	54	8	110	123	123	95	95	75	1	10	100	100	110
49	31	40	8	15	3	7	104	104	104	104	104	38	.....	.....	104	93	104
50	32	49	13	20	10	8	130	132	132	79	132	51	2	2	130	79	130
51	20	93	14	22	7	6	159	159	160	76	76	86	.....	.....	150	76	159
52	10	26	8	9	7	4	64	64	64	64	64	22	.....	.....	64	51	47
53	28	66	9	31	14	.....	101	148	148	148	148	47	.....	.....	140	101	101
54	6	15	7	6	12	9	55	55	55	25	35	16	.....	.....	54	38	38
55	27	18	5	22	7	.....	77	78	78	77	77	14	.....	.....	64	63	77
56	21	4	5	38	14	3	83	85	85	84	84	23	1	1	62	62	62
57	12	87	7	22	10	4	142	142	142	142	142	54	.....	.....	142	88	142

COLLEGIATE INSTITUTES

II—Table I.—Attendance, Pupils in the Schools

High Schools.	Number of Pupils in the various subjects—*Continued.*								
	Algebra.	Geometry.	Trigonometry.	French	German.	Latin.	Greek.	Zoology.	Botany.
1 Alexandria	143	78	.....	137	.....	139	.....	136	.....
2 Almonte	114	71	5	45	8	75	2	5	61
3 Arnprior	161	107	3	57	20	144	16	139	139
4 Arthur	127	127	5	26	.....	42	.....	89	89
5 Athens	213	213	4	101	.....	194	4	135	129
6 Aurora	101	101	2	90	12	85	.....	71	71
7 Beamsville	68	68	.....	11	.....	17	.....	49	49
8 Belleville	211	85	16	120	18	112	.....	128	128
9 Bowmanville	120	118	12	54	8	81	2	90	90
10 Bradford	137	135	.....	85	.....	96	.....	72	72
11 Brampton	169	169	20	122	10	143	7	8	8
12 Brighton	82	51	.....	33	.....	45	.....	54	54
13 Caledonia	122	122	10	87	14	110	.....	11	80
14 Campbellford	140	140	10	89	11	119	2	110	110
15 Carleton Place	144	104	8	76	3	92	2	102	102
16 Cayuga	104	104	9	28	.....	75	.....	7	54
17 Chesley	126	126	6	74	5	113	1	3	68
18 Colborne	68	68	.....	34	.....	60	.....	.....	35
19 Cornwall	266	182	8	106	11	112	5	234	234
20 Deseronto	96	96	4	78	3	70	.....	74	74
21 Dundas	154	155	.....	79	15	83	.....	113	113
22 Dunnville	96	87	7	54	19	75	.....	101	101
23 Dutton	174	174	20	60	.....	154	.....	15	15
24 East Toronto	144	100	15	125	22	120	6	130	130
25 Elora	74	74	8	26	.....	61	.....	55	55
26 Essex	106	68	14	70	16	98	2	78	78
27 Fergus	136	136	11	72	21	103	1	83	89
28 Forest	134	85	.....	91	35	114	2	4	110
29 Fort William	84	81	6	60	3	62	1	67	67
30 Gananoque	127	127	9	56	14	71	.....	47	47
31 Georgetown	165	165	9	32	3	81	.....	129	129
32 Glencoe	100	100	16	35	6	58	.....	8	8
33 Gravenhurst	90	88	2	57	.....	62	.....	48	48
34 Grimsby	115	60	.....	35	.....	71	.....	38	38
35 Hagersville	97	94	2	47	8	71	.....	7	82
36 Harriston	112	112	12	46	22	88	1	84	84
37 Hawkesbury	66	66	6	58	.....	33	.....	42	42
38 Iroquois	174	122	5	94	3	127	1	152	152
39 Kemptville	183	183	23	102	8	165	6	121	121
40 Kenora	94	94	.....	80	6	72	.....	.....	50
41 Kincardine	140	140	7	98	3	125	1	80	80
42 Leamington	145	90	6	60	14	100	2	83	83
43 Listowel	187	187	25	140	73	185	3	121	121
44 Lucan	135	135	18	96	25	140	.....	87	87
45 Madoc	101	72	3	42	4	83	.....	.....	52
46 Markham	237	239	26	190	25	232	4	15	125
47 Meaford	160	160	15	47	31	130	5	76	76
48 Midland	123	105	1	55	6	75	.....	10	100
49 Mitchell	104	104	.....	50	23	74	.....	83	83
50 Mount Forest	132	132	2	44	.....	124	.....	.....	79
51 Newburgh	159	159	.....	80	4	98	.....	115	115
52 Newcastle	64	64	.....	34	.....	21	.....	42	42
53 Newmarket	146	126	.....	66	8	105	.....	73	73
54 Niagara	55	37	.....	18	.....	42	1	38	38
55 Niagara Falls South	78	79	2	47	11	58	2	51	51
56 North Bay	81	80	1	75	.....	70	.....	1	1
57 Norwood	140	104	.....	52	14	120	.....	88	88

AND HIGH SCHOOLS—*Continued.*

and in the various subjects, etc.—*Continued.*

	Number of Pupils in the various subjects.—*Continued.*									Special Courses.					
	Chemistry.	Physics.	Mineralogy.	Writing.	Bookkeeping	Stenography.	Typewriting.	Art.	Physical Education.	Commercial.	Agriculture.	Manual Training.	Household Science.	Arithmetic and English Grammar.	Art.
1	78	143	.....	89	89	.....	.....	116	.....	.....	.....	.....	.....	41	53
2	28	45	.....	56	57	23	5	68	.....	.....	.....	.....	.....	.....	.....
3	38	159	.....	79	79	.....	.....	133	.....	.....	.....	.....	.....	16	.....
4	47	127	9	47	47	.....	2	80	135	.....	.....	.....	.....	29	.....
5	209	213	.....	89	89	41	.....	89	157	.....	.....	.....	.....	91	.....
6	28	101	.....	46	46	.....	.....	71	.....	.....	.....	.....	.....	.....	.....
7	39	49	.....	49	49	8	.....	49	.....	2	.....	.....	.....	7	.....
8	71	205	8	162	120	.....	.....	120	.....	.....	.....	.....	.....	.....	.....
9	37	123	.....	44	44	.....	.....	70	.....	.....	.....	.....	.....	30	.....
10	108	142	.....	80	78	32	27	80	.....	22	.....	.....	.....	54	.....
11	96	160	14	94	94	30	35	94	.....	.....	.....	.....	.....	48	.....
12	51	83	.....	32	32	.....	.....	32	.....	.....	.....	.....	.....	19	.....
13	71	124	.....	44	44	20	12	72	.....	3	.....	.....	.....	43	.....
14	135	131	5	105	105	.....	.....	102	.....	.....	.....	.....	.....	.....	.....
15	105	74	.....	70	70	.....	.....	102	.....	.....	.....	.....	.....	57	.....
16	47	104	7	47	47	.....	.....	54	.....	.....	.....	.....	.....	40	.....
17	120	126	2	65	36	2	.....	65	126	.....	.....	.....	.....	34	.....
18	32	50	.....	35	35	.....	.....	.....	.....	.....	.....	.....	.....	13	.....
19	160	310	4	170	88	49	49	92	210	49	.....	.....	.....	83	.....
20	93	96	.....	75	75	.....	.....	67	.....	.....	.....	.....	.....	8	.....
21	38	154	.....	65	65	9	7	114	123	.....	.....	.....	.....	36	.....
22	57	129	.....	79	58	19	33	71	130	.....	.....	.....	.....	42	.....
23	15	17	15	41	41	.....	.....	87	.....	.....	.....	.....	.....	.....	.....
24	90	136	9	115	115	30	.....	115	35	.....	.....	.....	.....	15	.....
25	27	74	5	46	46	.....	.....	55	.....	.....	.....	.....	.....	10	.....
26	61	122	3	41	61	.....	.....	61	70	.....	.....	20	.....	.....	.....
27	126	126	.....	41	49	.....	.....	74	.....	.....	.....	.....	.....	50	.....
28	80	80	.....	73	73	.....	.....	105	.....	.....	.....	.....	.....	60	.....
29	67	67	.....	67	57	42	5	67	.....	5	.....	.....	.....	16	.....
30	94	94	.....	70	70	37	37	42	.....	37	.....	.....	.....	28	.....
31	84	161	1	66	66	10	35	66	165	.....	.....	.....	.....	48	.....
32	16	16	8	45	45	23	12	45	.....	12	.....	.....	.....	39	.....
33	86	86	2	69	69	9	18	69	.....	.....	.....	.....	.....	.....	.....
34	75	75	.....	78	78	.....	.....	86	.....	.....	.....	.....	.....	12	.....
35	34	108	.....	70	70	.....	.....	70	.....	.....	.....	.....	.....	15	.....
36	51	57	1	78	82	18	30	78	.....	.....	.....	.....	.....	.....	.....
37	66	66	3	80	31	.....	.....	42	.....	.....	.....	.....	.....	14	.....
38	121	173	2	94	94	8	94	.....	.....	.....	.....	.....	.....	44	.....
39	170	177	16	25	40	33	39	85	.....	.....	.....	.....	.....	38	.....
40	18	92	.....	65	44	.....	.....	72	.....	.....	.....	.....	.....	.....	.....
41	112	141	10	34	58	30	30	66	175	.....	.....	.....	.....	62	.....
42	52	128	2	70	70	15	13	88	.....	.....	.....	.....	.....	.....	.....
43	95	185	3	38	38	.....	.....	113	142	.....	.....	.....	.....	29	.....
44	79	144	13	62	62	10	10	93	.....	.....	.....	.....	.....	48	.....
45	65	101	.....	50	50	.....	.....	50	.....	.....	.....	.....	.....	27	.....
46	120	210	105	90	90	.....	.....	130	.....	.....	.....	.....	.....	.....	.....
47	155	155	7	47	55	27	27	96	170	.....	.....	.....	.....	71	.....
48	48	115	10	95	94	8	7	90	75	.....	.....	.....	.....	15	.....
49	42	104	.....	56	56	.....	.....	83	104	.....	.....	.....	.....	37	.....
50	130	132	.....	79	79	.....	.....	79	67	.....	.....	.....	.....	51	.....
51	113	159	.....	76	115	76	.....	76	.....	.....	.....	.....	.....	24	.....
52	52	52	.....	51	51	.....	.....	51	.....	.....	.....	.....	.....	.....	.....
53	124	124	.....	79	79	49	32	76	.....	17	.....	.....	.....	47	.....
54	35	35	.....	38	38	17	19	38	.....	3	.....	.....	.....	17	.....
55	56	56	.....	63	47	30	30	63	47	.....	.....	.....	.....	.....	.....
56	22	81	.....	28	47	5	.....	47	.....	.....	.....	.....	.....	.....	.....
57	88	138	.....	88	88	.....	.....	88	46	.....	.....	.....	.....	51	.....

COLLEGIATE INSTITUTES

II.—Table I.—Attendance Pupils in the Schools

High Schools.	Pupils.				Number of Pupils in—			Number of Pupils from—		
	Boys.	Girls.	Totals.	Average Attendance.	Lower School.	Middle School.	Upper School.	Municipalities composing the High School District.	Municipalities within the County.	Other Counties.
58 Oakville	49	50	99	61	65	34	.....	51	46	2
59 Omemee	40	41	81	45	49	32	.....	37	28	16
60 Orangeville	90	116	206	129	90	100	16	89	67	50
61 Oshawa	72	112	184	122	137	35	12	134	44	6
62 Paris	59	71	130	82	97	20	13	88	30	12
63 Parkhill	69	92	161	96	87	57	17	58	81	22
64 Pembroke	90	82	172	94	121	44	7	136	34	2
65 Penetanguishene	36	45	81	47	59	22	.....	80	.....	1
66 Petrolea	56	108	164	87	104	47	13	88	76	.....
67 Picton	87	107	194	114	108	69	17	105	87	2
68 Plantagenet	15	58	73	37	73	.....	.....	43	20	10
69 Port Arthur	31	65	96	56	76	14	6	96	.....	.....
70 Port Dover	27	39	66	40	37	29	.....	48	16	2
71 Port Elgin	38	42	80	64	47	33	.....	38	41	1
72 Port Hope	98	142	240	147	153	63	24	114	126	.....
73 Port Perry	56	62	118	75	74	32	12	44	53	21
74 Port Rowan	37	30	67	40	39	28	.....	33	33	1
75 Prescott	54	86	140	92	101	30	9	104	35	1
76 Richmond Hill	69	76	145	92	91	39	15	16	128	1
77 Rockland	21	37	58	33	42	16	...	32	21	5
78 Sault Ste. Marie	91	110	201	120	146	51	4	152	49	.....
79 Simcoe	68	101	169	106	106	45	18	73	96	.....
80 Smith's Falls	77	110	187	116	131	50	6	141	17	29
81 Smithville	32	44	76	44	51	25	.....	39	32	5
82 Stirling	36	45	81	50	37	42	2	28	53	.....
83 Streetsville	28	30	58	31	42	16	.....	17	30	11
84 Sydenham	63	69	132	90	85	47	.....	131	.....	1
85 Thorold	28	67	95	48	74	21	.....	55	31	9
86 Tillsonburg	66	82	148	93	76	48	24	73	26	49
87 Toronto Technical	361	659	1,020	453	*727	**179	***114	977	32	11
88 Toronto (Riverdale)	60	60	120	109	103	17	.....	119	1	.....
89 Trenton	80	97	177	106	122	39	16	117	12	48
90 Uxbridge	84	76	160	100	94	54	12	72	86	2
91 Vienna	11	20	31	15	22	9	.....	28	1	2
92 Walkerton	58	80	138	97	73	44	21	86	52	.....
93 Wardsville	21	23	44	24	27	17	.....	26	11	7
94 Waterdown	36	41	77	59	36	31	10	58	3	16
95 Waterford	42	51	93	59	58	23	12	34	58	1
96 Watford	92	102	194	126	115	56	23	64	120	10
97 Welland	78	130	208	121	155	39	14	72	134	2
98 Weston	65	61	126	67	86	37	3	67	42	17
99 Wiarton	60	57	117	67	58	55	4	72	33	12
100 Williamstown	55	59	114	68	95	19	.....	112	1	1
101 Wingham	98	110	208	139	108	74	26	97	90	21
1 Totals, High Schools	6,268	7,915	14,183	8,532	8,997	4,211	975	8,027	5,190	966
2 " Coll. Institutes	7,531	8,617	16,148	9,953	10,279	4,432	1,437	11,588	3,874	686
3 Grand Totals, 1907	13,799	16,532	30,331	18,485	19,276	8,643	2,412	19,615	9,064	1,652
4 Grand Totals, 1906	13,336	16,056	29,392	18,078	18,339	8,633	2,420	19,203	8,533	1,656
5 Increases	463	476	939	407	937	10	..	412	531	.....
6 Decreases	.....	.....	.....	.....	.....	.....	8	.....	.....	4
7 Percentages	45.49	54.50	.....	60.94	63.55	28.49	7.95	64.67	29.88	5.44

*Number of 1st year pupils. **Number of 2nd year pupils

***Number of 3rd year pupils

AND HIGH SCHOOLS—*Continued.*

and in the various subjects, etc.—*Continued.*

	Occupations of Parents.						Number of Pupils in the various subjects.											
	Commerce.	Agriculture.	Professions.	Mechanical Occupations.	Labouring Occupations.	Other Callings.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Medieval History.	Modern History.	Geography.	Reading.	Arithmetic and Mensuration.
58	23	44	7	9	14	2	99	99	99	99	99	34	.....	.....	93	79	99
59	7	50	9	5	7	3	81	81	81	81	81	32	.....	.....	81	81	81
60	35	95	26	36	4	10	156	203	206	121	204	101	12	14	150	121	156
61	48	47	9	59	9	12	176	184	184	172	184	47	12	172	168	167	172
62	29	41	12	35	13	.....	97	130	130	55	75	33	4	5	117	97	117
63	30	83	17	4	18	9	109	161	161	146	100	40	8	9	146	106	109
64	84	23	18	26	17	4	165	168	172	165	168	65	2	2	121	121	165
65	24	5	7	17	16	12	81	81	81	81	81	22	.....	.....	79	59	79
66	41	60	4	30	21	8	151	164	164	71	88	53	7	7	152	106	151
67	27	87	22	14	43	1	176	192	192	176	124	69	8	8	108	134	181
68	22	33	1	12	5	.....	73	73	73	73	73	10	.....	.....	73	73	73
69	29	2	12	28	24	1	90	96	95	88	88	14	.....	.....	74	74	88
70	14	27	2	10	5	8	58	62	62	64	64	28	.....	.....	37	52	55
71	24	46	5	.....	3	2	80	47	80	47	80	33	.....	.....	72	79	80
72	48	124	10	20	16	22	216	240	235	216	216	118	16	14	178	153	216
73	21	52	14	14	7	10	106	116	118	116	106	44	8	8	116	118	106
74	13	31	4	8	3	8	67	67	67	67	67	40	.....	.....	67	46	67
75	34	35	16	38	14	3	131	140	140	131	140	30	9	9	101	101	131
76	22	93	12	6	7	5	130	145	145	87	97	54	6	.....	130	91	130
77	6	22	3	9	18	.....	58	58	58	58	58	15	.....	.....	58	42	58
78	61	16	23	65	29	7	146	201	201	160	72	160	3	1	160	146	146
79	36	60	15	32	20	6	151	166	166	151	151	63	10	10	140	106	151
80	41	43	12	52	26	13	181	187	187	181	181	50	6	6	131	131	181
81	16	53	1	4	1	1	76	76	76	76	76	25	.....	.....	76	58	76
82	9	47	6	9	8	2	78	81	81	79	79	42	2	.....	79	37	79
83	9	30	.....	7	7	5	58	58	58	58	58	16	.....	.....	42	42	58
84	9	87	7	7	10	12	132	132	132	132	132	47	.....	.....	132	85	132
85	28	32	3	30	1	1	95	95	95	95	95	9	.....	.....	88	84	95
86	28	59	7	28	14	12	127	141	141	99	105	46	17	15	122	94	126
87	306	31	41	438	102	102	60	634	593	485	77	38	47	47	332	593	634
88	52	4	22	17	22	3	118	118	118	69	34	16	.....	.....	97	103	118
89	40	61	13	23	40	.....	160	170	170	161	105	38	10	12	132	135	158
90	37	72	16	16	6	13	148	159	159	150	152	56	12	12	118	94	148
91	4	22	3	1	1	.....	31	31	31	31	31	12	.....	.....	30	24	30
92	42	42	12	16	9	17	138	138	138	138	138	54	21	6	117	73	126
93	11	19	8	4	.....	2	44	44	44	44	30	17	.....	.....	40	33	44
94	7	35	6	8	5	16	67	77	77	67	77	41	10	10	67	67	67
95	15	57	8	6	6	1	81	87	87	81	90	23	5	8	68	5	81
96	34	87	10	36	5	22	171	190	190	170	180	60	10	23	115	115	176
97	91	54	19	37	6	1	199	205	206	194	200	44	10	6	147	147	199
98	30	47	13	6	8	22	126	126	126	93	120	36	1	1	118	84	124
99	20	51	6	30	6	4	117	117	117	58	117	55	4	4	58	58	115
100	17	70	6	4	7	10	114	114	114	100	114	19	.....	.....	114	95	114
101	12	130	8	14	23	21	182	208	208	182	208	128	26	10	182	108	182
	3,086	5,393	1,107	2,458	1,354	785	11,936	13,604	13,606	11,676	11,304	4,730	630	676	11,105	9,693	12,360
	4,888	3,374	1,735	3,729	1,276	1,146	14,479	15,779	15,771	11,781	12,266	4,877	782	641	11,715	11,157	14,453
	7,974	8,767	2,842	6,187	2,630	1,931	26,415	29,383	29,377	23,457	23,570	9,607	1,412	1,317	22,820	20,850	26,813
	7,853	8,602	2,831	5,813	2,492	1,801	25,850	28,621	28,614	22,981	24,321	9,866	1,091	928	22,379	20,189	26,289
	121	165	11	374	138	130	565	762	763	476	.....	.....	321	389	441	661	524
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	751	259	.....	.....	.....	.....	.....
	26.29	28.90	9.37	20.39	8.67	6.37	87.09	96.87	96.85	77.33	77.71	31.67	4.65	4.34	75.83	68.74	88.40

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

High Schools.	Number of Pupils in the various subjects.—*Continued.*								
	Algebra.	Geometry	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.	Botany.
58 Oakville	77	77	.....	28	2	74	.....	52	52
59 Omemee	81	81	.....	25	.....	63	.....	.....	81
60 Orangeville	199	200	15	147	15	161	9	115	115
61 Oshawa	175	144	12	101	41	152	.....	8	92
62 Paris	100	57	9	42	9	78	2	87	87
63 Parkhill	98	98	13	43	14	111	1	97	97
64 Pembroke	172	172	5	85	12	102	.....	123	123
65 Penetanguishene	74	74	.....	66	15	39	.....	59	59
66 Petrolea	164	93	9	52	3	99	1	113	113
67 Picton	190	130	9	161	51	170	3	100	100
68 Plantagenet	73	73	.....	73	.....	20	.....	73	73
69 Port Arthur	78	71	6	75	27	73	2	50	50
70 Port Dover	52	38	.....	20	3	51	.....	37	37
71 Port Elgin	74	74	.....	56	6	57	.....	38	38
72 Port Hope	204	167	21	173	37	184	3	141	141
73 Port Perry	118	117	12	65	14	78	4	83	87
74 Port Rowan	67	67	.....	23	.....	40	.....	54	54
75 Prescott	140	84	9	58	1	93	.....	50	50
76 Richmond Hill	145	145	15	87	.....	96	.....	.....	97
77 Rockland	58	58	1	57	.....	30	.....	42	42
78 Sault Ste. Marie	201	132	3	112	1	169	.....	148	148
79 Simcoe	145	120	15	61	24	101	6	110	110
80 Smith's Falls	187	186	5	73	18	160	.....	76	76
81 Smithville	73	39	.....	.....	.....	35	.....	.....	24
82 Stirling	81	80	2	9	4	49	.....	37	37
83 Streetsville	56	23	.....	24	.....	37	.....	22	22
84 Sydenham	132	132	.....	115	1	121	.....	85	85
85 Thorold	95	95	.....	61	.....	47	.....	84	84
86 Tillsonburg	142	140	21	59	8	100	2	102	102
87 Toronto Technical	475	181	101	515	.....	.....	.....	.....	.....
88 Toronto (Riverdale)	118	118	.....	120	25	108	6	91	91
89 Trenton	165	149	12	67	8	132	.....	93	93
90 Uxbridge	159	104	11	114	22	89	2	101	101
91 Vienna	21	21	.....	4	.....	19	1	25	25
92 Walkerton	118	97	21	35	38	103	4	79	79
93 Wardsville	42	31	.....	17	.....	36	.....	23	23
94 Waterdown	77	77	10	40	10	75	.....	10	46
95 Waterford	87	87	5	32	4	83	.....	64	64
96 Watford	190	190	19	51	.....	161	.....	122	122
97 Welland	206	185	12	162	33	121	2	167	166
98 Weston	122	126	1	105	12	108	1	84	84
99 Wiarton	108	108	4	24	4	101	.....	58	58
100 Williamstown	110	76	.....	66	.....	99	3	95	95
101 Wingham	208	208	26	60	.....	200	1	155	155
1 Totals, High Schools	12,981	11,174	797	7,284	1,027	9,503	132	6,955	7,978
2 Totals, Coll. Institutes	13,956	11,880	1,203	10,026	2,808	11,008	545	6,997	7,594
3 Grand Totals, 1907	26,937	23,054	2,000	17,310	3,835	20,511	677	13,952	15,572
4 Grand Totals, 1906	26,330	21,672	1,944	16,579	3,593	19,762	678	12,264	14,507
5 Increases	607	1,382	56	731	242	749	.....	1,688	1,065
6 Decreases	.....	.....	.....	.....	.....	.....	1	.....	.....
7 Percentages	88.81	76.1	6.59	57.07	12.64	67.62	2.23	46.	51.34

AND HIGH SCHOOLS.—*Continued.*

and in the various subjects, etc.—*Concluded.*

	Number of Pupils in the various subjects.—*Concluded.*									Special Courses.					
	Chemistry.	Physics.	Mineralogy.	Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Commercial.	Agriculture.	Manual Training.	Household Science.	Arithmetic and English Grammar.	Art.
58	49	80	.....	59	58	23	24	79	.....	23	.....	.....	.....	20	.....
59	81	81	.....	49	49	.....	.....	49	.....	.....	.....	.....	.....	.....	.....
60	131	197	2	71	71	.....	.....	107	.....	.....	.....	.....	.....	45	.....
61	48	158	8	102	101	43	70	63	.....	.....	.....	.....	.....	.....	.....
62	52	110	7	97	70	48	.....	82	.....	15	.....	.....	.....	10	.....
63	48	138	9	66	66	24	29	94	.....	8	.....	.....	.....	40	.....
64	68	168	.....	121	121	.....	.....	142	.....	.....	.....	.....	.....	14	.....
65	59	77	.....	59	59	47	37	59	.....	10	.....	.....	.....	.....	.....
66	88	157	7	71	71	35	.....	106	.....	.....	.....	.....	.....	.....	.....
67	154	155	.....	58	50	.....	.....	116	.....	.....	.....	.....	.....	45	.....
68	73	73	.....	73	73	.....	.....	73	.....	.....	.....	.....	.....	.....	.....
69	64	70	.....	26	38	26	25	76	.....	26	.....	.....	.....	14	.....
70	40	62	.....	24	24	.....	.....	59	14	.....	.....	.....	.....	19	.....
71	28	57	.....	47	47	12	12	47	.....	.....	.....	.....	.....	33	.....
72	180	170	12	150	126	30	30	46	.....	.....	.....	.....	.....	.....	.....
73	61	108	.....	37	74	.....	.....	86	112	.....	.....	.....	.....	.....	.....
74	40	67	.....	33	33	.....	.....	44	.....	.....	.....	.....	.....	23	.....
75	65	65	9	56	65	35	35	101	.....	35	.....	.....	.....	.....	.....
76	88	136	6	91	78	.....	12	78	.....	.....	.....	.....	.....	29	.....
77	26	58	.....	42	42	15	.....	42	.....	.....	.....	.....	.....	.....	.....
78	132	198	2	70	146	41	.....	146	142	.....	.....	.....	.....	18	.....
79	150	150	3	60	60	.....	.....	106	104	.....	.....	.....	.....	21	.....
80	51	180	3	38	74	.....	.....	74	.....	.....	.....	.....	.....	25	.....
81	18	18	.....	38	27	.....	.....	38	.....	.....	.....	.....	.....	.....	.....
82	79	.....	.....	37	37	.....	.....	37	.....	.....	.....	.....	.....	.....	.....
83	23	38	.....	42	37	19	19	40	.....	19	.....	.....	.....	.....	.....
84	132	132	.....	85	83	49	.....	.....	.....	.....	.....	.....	.....	47	.....
85	31	93	.....	52	66	66	34	73	.....	.....	.....	.....	.....	.....	.....
86	131	143	15	66	66	.....	.....	91	.....	.....	.....	.....	.....	48	.....
87	224	232	.....	407	390	390	166	242	.....	390	.....	.....	358	.....	321
88	16	107	.....	69	69	.....	.....	78	103	.....	.....	.....	.....	15	.....
89	147	147	5	99	54	25	13	43	.....	25	.....	.....	.....	19	.....
90	93	159	.....	55	55	23	.....	94	160	.....	.....	.....	.....	24	.....
91	11	30	.....	17	20	15	17	28	31	.....	.....	.....	.....	9	.....
92	54	127	4	41	45	18	16	33	.....	15	.....	.....	.....	48	.....
93	20	20	.....	34	23	.....	.....	34	33	.....	.....	.....	.....	.....	.....
94	31	77	.....	36	20	.....	.....	36	.....	.....	.....	.....	.....	31	.....
95	26	87	4	27	27	.....	.....	58	.....	.....	.....	.....	.....	.....	.....
96	112	190	7	67	67	25	.....	115	194	.....	.....	.....	.....	56	.....
97	109	206	6	87	111	.....	.....	147	.....	.....	.....	.....	.....	44	.....
98	58	124	.....	60	86	.....	.....	86	.....	.....	.....	.....	.....	18	.....
99	85	117	.....	58	58	.....	.....	58	.....	.....	.....	.....	.....	.....	.....
100	109	109	.....	38	55	.....	.....	95	.....	.....	.....	.....	.....	19	.....
101	154	208	10	76	76	.....	.....	76	.....	.....	.....	.....	.....	.....	.....
1	7,799	11,714	383	6,771	6,763	1,719	1,147	7,667	2,870	716	.....	20	358	2,293	374
2	7,265	11,707	363	8,338	6,705	2,430	1,823	7,698	12,475	1,639	19	1,459	1,449	2,059	207
3	15,064	23,421	746	15,109	13,468	4,149	2,970	15,365	15,345	2,355	19	1,479	1,807	4,352	581
4	13,599	21,867	746	14,099	12,689	4,097	3,129	13,664	14,764	2,543	.....	1,169	1,386	5,453	1,356
5	1,465	1,551	.....	1,010	779	52	.....	1,701	581	.....	19	310	421	.....	.....
6	.....	.....	.....	.....	.....	.....	159	.....	.....	188	.....	.....	..	1,101	775
7	49.66	77.21	2.46	49.81	44.40	13.67	9.79	50.65	50.59	7.76	.06	4.87	5.95	14.34	1.91

COLLEGIATE INSTITUTES AND

III.—Table K.—

Collegiate Institutes.	Brick, stone or frame school house.	Number of acres in playground.	Schools under United Board.	Equipment. Value of Library.	Value of typewriters.	Value of scientific apparatus.	Value of charts, maps and globes.	Value of models for drawing.	Value of gymnasium (not including equipment.)	Value of equipment of gymnasium.	Value of museum, aquarium, etc.
				$	$	$	$	$	$	$	$
1 Aylmer	B	4¼	..	687	.....	676	136	33	680	85	500
2 Barrie	B	3½	1	620	180	754	136	10	1,730	90	25
3 Berlin	B	4	..	843	1,070	1,295	120	20	1,000	496	37
4 Brantford	B	½	..	739	215	957	110	30	1,000	116	20
5 Brockville	S	3	..	823	100	1,145	191	10	.....	.....	15
6 Chatham	B	1½	1	866	500	709	140	25	.....	129	.....
7 Clinton	B	3¼	..	713	125	837	128	5	700	51	.....
8 Cobourg	B	1	..	924	480	931	156	8	*.....	60	.....
9 Collingwood	B	½	1	708	330	634	96	8	1,200	62	.....
10 Galt	S	8	..	1,022	457	1,213	56	9	1,200	174	.....
11 Goderich	B	¼	..	722	270	554	71	20	2,500	232	.....
12 Guelph	S	4	1	1,040	285	1,345	152	12	2,800	557	175
13 Hamilton	B & S	3	1	1,077	90	1,849	209	25	*.....	968	10
14 Ingersoll	B	2	1	732	180	816	121	4	811	231	50
15 Kingston	B	2	1	845	600	666	64	25	.....	.....	100
16 Lindsay	B	2	1	1,618	460	1,708	149	985	600	126	65
17 London	B	3	1	1,016	560	2,903	227	43	1,600	540	500
18 Morrisburg	B	15	1	689	365	1,265	157	17	980	188	150
19 Napanee	B	3½	1	954	245	962	122	20	800	251	.....
20 Niagara Falls	B	5¾	..	881	315	739	112	25	1,000	126	42
21 Orillia	B	2	..	686	365	697	113	70	1,800	278	.....
22 Ottawa	S	1½	..	1,585	1,226	2,210	292	150	.....	110	40
23 Owen Sound	S	3	1	1,439	225	1,627	129	20	3,000	25	100
24 Perth	B	4	1	882	.....	33	155	10	560	267	.....
25 Peterborough	B	1½	1	741	488	1,027	159	25	.....	.....	75
26 Renfrew	B	3	1	614	150	696	70	12	.....	.....	.....
27 Ridgetown	B	1¾	..	723	180	1,178	143	48	900	90	10
28 St. Catharines	B	1¾	..	682	271	918	135	18	900	70	200
29 St. Mary's	B	2	..	765	140	702	120	25	700	84	24
30 St. Thomas	B	2¼	1	1,056	730	1,280	110	18	1,323	374	.....
31 Sarnia	B	2½	1	739	315	934	119	12	1,380	168	.....
32 Seaforth	B	2¾	..	805	180	837	125	15	600	65	1,650
33 Stratford	B	8	..	1,089	450	1,285	200	26	.....	117	.. ..
34 Strathroy	B	1¼	..	984	180	896	116	28	380	113	30
35 Toronto, (Harbord)	B	1½	1	1,700	.....	2,991	178	28	400	710	.....
36 Toronto, (Jameson)	B	1⅔	1	1,563	50	2,542	190	15	10,000	250	100
37 Toronto, (Jarvis)	B	1¾	1	1,449	.....	1,864	188	38	3,500	180	600
38 Toronto Junction	B	5¾	..	1,161	270	990	112	32	.....	.....	.....
39 Vankleek Hill	B	2	..	629	180	818	46	17	3,000	236	.....
40 Whitby	B	½	1	677	.....	550	119	10	850	175	.....
41 Windsor	B	2⅓	1	1,228	969	1,022	121	39	3,000	204	200
42 Woodstock	B	1½	..	1,131	855	1,590	51	9	1,000	180	80
Totals			22	39,647	14,051	48,645	5,644	1,999	51,894	8,178	4,798

*Gymnasium is part of main building.

HIGH SCHOOLS.—*Continued.*

Miscellaneous Information.

	Religious and other Exercises.					Destination of Pupils.					
	Schools using authorized Scripture readings.	Schools opened with prayer.	Schools closed with prayer.	Schools using Bible.	Commencement exercises.	Number who entered mercantile life.	Number who became occupied with agriculture.	Number who entered the profession of law, medicine or the church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupations.
1		1			1	3	12		7	4	12
2		1		1		14	2	8	15	2	19
3	1	1		1	1	3	5		23	11	20
4		1		1		24	3		14	6	77
5		1			1	11	6	3	13	4	22
6	1	1		1		34	9	1	15	2	58
7	1	1		1	1	10	4	2	11	2	8
8		1			1	22	3	1	15		18
9		1				2		3	12	7	45
10	1	1			1	25	9	5	18	7	34
11	1	1			1	19	2	1	13		12
12		1			1	16	1	1	7	9	51
13	1	1		1	1	75	61	20	41	4	44
14	1	1			1	9	3		9		46
15	1	1		1		17	7	4	16	12	105
16		1			1	24	14	1	17	8	27
17		1				152	5	3	40		36
18	1	1			1	5	7	4	8	2	15
19		1		1	1	8	21	1	19	6	14
20		1		1	1		6	3	8	6	67
21		1		1		14	2	3	20	5	25
22	1	1	1	1	1	79	3	11	18	19	96
23		1			1	21	2	7	54	5	37
24	1	1			1	6			15	1	34
25		1				50	20	25	10	2	6
26	1	1			1	15	19	14	18		3
27		1			1	11	12	5	13	3	16
28	1	1			1	50	6	12	14		19
29		1			1	16	12		19	17	64
30		1				68	26	13	10	11	8
31		1			1	28	4	6	12	1	45
32	1	1				9	3	3	22		23
33		1			1	30	15	3	15	1	40
34	1	1			1	10	1	1	12	2	7
35		1		1	1	75		47	8	22	141
36	1	1			1	40	3	12	10	20	51
37	1	1		1	1	73		22	20	16	75
38	1	1			1	20	5	6	7	12	30
39		1		1	1		4	1	12	3	4
40		1		1	1	10	6		5		16
41					1	26	1	1	7	7	54
42		1			1	32	18	3	19	2	40
	18	41	1	15	32	1,156	342	256	661	241	1,564

COLLEGIATE INSTITUTES AND

III.—Table K.—

High Schools.	Brick, stone or frame school house.	Number of acres in play ground.	Schools under United Board.	Equipment.							
				Value of library.	Value of typewriters.	Value of scientific apparatus.	Value of charts, maps and globes.	Value of models for drawing.	Value of gymnasium (not including equipment.)	Value of equipment of gymnasium.	Value of museum, aquarium, etc.
				$	$	$	$	$	$	$	$
1 Alexandria	B	1		417		453	85	23			
2 Almonte	S		1	914	137	498	78	12			
3 Arnprior	B	1	1	341		345	89	11		38	
4 Arthur	B	4		345		670	21	33		92	
5 Athens	S	2		526		455	69	12		4	
6 Aurora	B	3		435		454	69	8			
7 Beamsville	B	1½	1	370		332	70	6			
8 Belleville	B	14½	1	353		571	162	37			
9 Bowmanville	B	3		717		527	52	8			
10 Bradford	B	3½		307	35	418	49	5		34	
11 Brampton	B	5		488	65	618	61	34			
12 Brighton	B	2⅘	1	306		374	42	10			
13 Caledonia	B	2	1	468		519	33	4			
14 Campbellford	B	1	1	376		552	34				
15 Carlton Place	S	1	1	730		332	65	8			
16 Cayuga	B	1		220		376	23	18			
17 Chesley	B	5		318		341	49	9		5	10
18 Colborne	B	¾	1	268		381	117	5			
19 Cornwall	B	2¼		601	455	625	126	40			23
20 Deseronto	B	3		371		403	87	4	300	211	
21 Dundas	B	4	1	545	90	630	95	20			40
22 Dunnville	B	1¼		446	80	616	65	10			
23 Dutton	B	1		224		476	31				
24 East Toronto	B	2½		512		387	30	6		6	
25 Elora	S	½	1	249		285	43	2			
26 Essex	B	3¼		372		512	68	28	500	205	50
27 Fergus	S	1	1	449		331	66	9			
28 Forest	B	2		331		415	91	25			
29 Fort William	B	2½		368	95	364	50	27		101	
30 Gananoque	B	1	1	637	284	579	114	18			
31 Georgetown	B	4½		251	65	454	76	10		5	65
32 Glencoe	B	2		430	90	546	85	30			93
33 Gravenhurst	B	7		318	70	291	59	5			
34 Grimsby	B	1½	1	210		269	54	10			
35 Hagersville	B	1½		333		473	54	28			
36 Harriston	B	3	1	123	39	328	26				
37 Hawkesbury	B	1½	1	225		251	25				8
38 Iroquois	B	¾		727	150	1,239	142	18		26	275
39 Kemptville	B	2	1	336	30	430	68	18		18	
40 Kenora	B	1	1	281		476	53	20			63
41 Kincardine	B	4	1	637	530	661	82	5	800	21	49
42 Leamington	B	11½		328		400	88	32		35	
43 Listowel	B	2½		358		514	55	10	250	42	
44 Lucan	B	3		331	90	617	68	21			
45 Madoc	B	1		187		512	90	8			
46 Markham	B	2½		246		815	55	38		13	
47 Meaford	B	4½		413	450	569	81	7	1,250	239	
48 Midland	B	6		392	95	745	36				
49 Mitchell	B	½		264		523	49	21	550	187	
50 Mount Forest	B	2½	1	440		425	43			10	
51 Newburgh	B	1½	1	495		381	85	1			
52 Newcastle	B	2	1	270		326	52	4			
53 Newmarket	B	1½		230	213	582	74	23	350	97	
54 Niagara	B	½		181	100	178	72	16		9	10
55 Niagara Falls, South	B	2		305	98	358	41	3		30	
56 North Bay	B	2		59	95	422	54	12			
57 Norwood	B	8	1	366		388	21	1			
58 Oakville	B	1¼	1	293	150	264	59	3			
59 Omemee	B	1½	1	2		144	14				
60 Orangeville	F	2½		638		637	92	26			5

HIGH SCHOOLS.—*Continued.*

Miscellaneous Information.—*Continued.*

	Religious and other Exercises.					Destination of Pupils.					
	Schools using authorized Scripture readings.	Schools opened with prayer.	Schools closed with prayer.	Schools using Bible.	Commencement exercises.	Number who entered mercantile life.	Number who became occupied with agriculture.	Number who entered the profession of law, medicine or the church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupations.
1		1			1				6		12
2		1		1	1	2	4	2	2		17
3		1			1	6			10	10	32
4		1			1	6	7	2	8	1	3
5	1	1			1	4	2	4	22	7	10
6		1		1	1	4	14	2	5		3
7		1				1			3	1	2
8		1		1		10	2	2	7	3	34
9	1	1				7	7		8	2	8
10		1		1	1	11	8	3	8	1	3
11		1			1	12	15	8	10	3	8
12	1	1		1	1	7	14		5	3	4
13		1			1	5	5		8		17
14		1			1	7	10		10		5
15		1			1	12	2		4	2	11
16		1			1	2	2	1	7	1	21
17		1		1	1	10	7	1	9		10
18	1	1					2	1	7	4	12
19	1	1				23	9	1	19	4	32
20						6		2	5	2	7
21		1			1	14	4	1	3	6	15
22		1				6	4	1	4	3	19
23	1	1			1	7	10	1	16	1	6
24		1			1	13	5		3	9	13
25	1	1		1		2			6		13
26		1				10	4	2	17	2	10
27		1			1	8	5	3	6	2	8
28		1				4	6		7	2	16
29		1				7	1	2		1	15
30	1	1			1	6		1	6	3	22
31	1	1			1	8	2		6		12
32		1			1	14	4	1	6		7
33	1	1			1	9	1	1	6	1	16
34	1	1				8	10		2	2	16
35		1		1		5	9		2	1	14
36	1	1			1	15	1		6		11
37		1		1		3	1	3	2		8
38		1			1	7	5	3	4		14
39		1				11	4	2	25	1	20
40		1				10	1		1	6	5
41		1		1		12	12	1	13		14
42	1	1	1	1		6	3		7		9
43		1				7	3		17	3	8
44		1			1	6	5	1	11	2	9
45	1	1		1		3	4		8	1	2
46	1	1		1		12	15	19	9		17
47		1		1	1	15	8	1	26	5	21
48		1			1	13	2		2		3
49		1			1	6	2		6		13
50	1	1		1	1	5	2	4	13	3	11
51		1			1		12	2	11	15	5
52	1	1			1	1	4		2		6
53		1		1	1	11	10		14		16
54		1			1	3	3		2	5	13
55		1				3	1				23
56		1		1		4		1	3	2	15
57		1		1	1	5	8		22	6	4
58	1	1				6	6		3	1	16
59		1					2		5		3
60	1				1	13	10	2	12	5	25

COLLEGIATE INSTITUTES AND

III.—Table K.—

High Schools.	Brick, stone or frame school house.	Number of acres in play ground.	Schools under United Board.	Equipment. Value of library.	Value of typewriters.	Value of scientific apparatus.	Value of charts, maps and globes.	Value of models for drawing.	Value of gymnasium (not including equipment.)	Value of equipment of gymnasium.	Value of museum, aquarium, etc.
				$	$	$	$	$	$	$	$
61 Oshawa	B	3	1	280	380	447	108	14			
62 Paris	B	4	1	490	142	692	108	9			
63 Parkhill	B	5	1	345	350	514	120	5		44	
64 Pembroke	B	¾	1	294		668	94	15			25
65 Penetanguishene	B	10		229	180	582	55	29			50
66 Petrolea	B	2⅛		399		531	35	55			
67 Picton	B	3		754	450	795	48	45			
68 Plantagenet	B	1		180		113	17	21			
69 Port Arthur	B	3	1	394	180	556	114	15			
70 Port Dover	B	1⅓	1	434	100	147	50	20		7	
71 Port Elgin	B	1½		242	180	404	48	30			
72 Port Hope	B	1½		609	350	793	96	8			
73 Port Perry	B	3½	1	288		516	46	8	200		10
74 Port Rowan	B	2½	1	134		193	40	6		8	10
75 Prescott	B	1⅓	1	290	120	473	112	18		29	7
76 Richmond Hill	B	1¼	1	195	65	342	55	35		3	
77 Rockland	B	3½		189		96	48				15
78 Sault Ste Marie	B	3¾		276		418	35	18		12	
79 Simcoe	B	5	1	412		781	140	29		30	
80 Smith's Falls	B	¾	1	615	110	507	67	5			
81 Smithville	B	2		131		297	41				
82 Stirling	B	1	1	218		315	42	10			
83 Streetsville	B	¼		258	195	277	61	3			
84 Sydenham	S	1		364		340	37				
85 Thorold	B	2¼		267	180	464	130	3			
86 Tillsonburg	B & S	3		299		540	91	10		11	150
87 Toronto Technical	B	½	1	738	680	6,954	44	747			30
88 Toronto (Riverdale)	B & S	3¾	1	98		192	40	9		40	
89 Trenton	B	3½	1	570	155	435	76	7			
90 Uxbridge	B	¾	1	349		336	84	4			
91 Vienna	B	4	1	476	15	281	105	10		6	
92 Walkerton	B	1¼		339	180	554	50	3		7	
93 Wardsville	B	½	1	224		242	22	35			
94 Waterdown	S	3¼	1	259		558	58	15			
95 Waterford	B	3		419		448	94	25			22
96 Watford	B	2		348	100	467	110	47			
97 Welland	B	1¼		267		619	29				
98 Weston	B	1		286	50	446	105	15			
99 Wiarton	S	2		326		298	53				
100 Williamstown	S & B	3		311		371	101	10			
101 Wingham	B	3		287		402	23	29			
1 Totals, High Schools			45	36,069	7,668	52,591	6,719	2,169	4,200	1,625	990
2 Totals, Collegiate Insts.			22	39,647	14,051	48,645	5,644	1,999	51,894	8,178	4,798
3 Grand Totals, 1907			67	75,716	21,719	101,236	12,363	4,168	56,094	9,803	5,788
4 Grand Totals, 1906			63	72,318	20,471	99,971	12,232	2,844	55,873	10,651	5,661
5 Increases			4	3,398	1,248	1,265	131	1,324	221		127
6 Decreases										848	
7 Percentages			47.55								

HIGH SCHOOLS.—*Concluded.*

Miscellaneous Information.—*Concluded.*

	Religious and other Exercises.					Destination of Pupils.					
	Schools using authorized Scripture readings.	Schools opened with prayer.	Schools closed with prayer.	Schools using Bible.	Commencement exercises.	Number who entered Mercantile Life.	Number who became occupied with agriculture.	Number who entered the professions of law, medicine or the church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupations.
61	1	1				12	5		3		15
62	1	1		1	1	10	6	1	2	2	12
63		1		1	1	8	7	2	20	2	24
64		1			1	28	2	8	8	2	6
65		1				10				4	7
66	1	1		1		7	5	1	9	3	15
67		1							8		
68		1	1			1			23		3
69		1			1	19			2	2	10
70	1	1			1	3	2		1		4
71		1		1	1	1		5	8		1
72	1	1			1	13	10	1	17		32
73		1			1	11	8	5	12	2	2
74	1	1				8	2		6		5
75		1			1	5	1	3	3	2	8
76		1		1	1	7	15	5	7	2	1
77						2		1			13
78		1			1	4		5	13		11
79	1	1		1	1	15	9	3	10		20
80		1				13	4	2	13		19
81		1	1			3	2	1			9
82		1		1		3	2		5		6
83	1	1				1	3		3		8
84		1		1	1	3	4	1	10		4
85		1		1		9	4				16
86		1				1	2		5	12	26
87		1			1	111	1	2	3	21	368
88		1		1							6
89	1	1			1	8	10	2	17	4	15
90	1	1	1		1	12	1		6	2	14
91	1	1			1	1	3	1	1		2
92	1					4	2		12		22
93		1				2	1		2		5
94		1				5	3	6	13		3
95		1				1	8		4		8
96					1	7	10	3	16	5	8
97		1			1	19	5	2	6		25
98		1		1	1	11	11	2	5	4	3
99		1			1	10	4		10	4	7
100		1				4	8		2	2	
101		1			1	1	2	2	13		17
1	32	96	4	29	58	826	461	145	775	207	1,524
2	18	41	1	15	32	1,156	342	256	661	241	1,564
3	50	137	5	44	90	1,982	803	401	1,436	448	3,088
4	57	137	9	44	89	2,229	779	391	1,520	537	2,935
5					1		24	10			153
6	7		4			247			84	89	
7	34.96	95.8	3.49	30.77	62.93	24.3	9.84	4.91	17.60	5.49	37.85

TABLE L.—PROTESTANT SEPARATE SCHOOLS.

	No. 9 Cambridge.	No. 6 North Plantagenet.	No. 1 North Tilbury.	L'Orignal, Village	Penetanguishene, Town.	Totals.
Number of Schools	1	1	1	1	1	5
Receipts:	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Balances from 1906	73	63 75	120 70	7 82	29 10	222 10
Government grants	25 00	65 00	50 20	13 35	101 06	254 61
Municipal grants & assessments	108 65	426 23	677 73	500 48	2,875 00	4,588 09
Other sources	.....	.....	140 00	2 53	7 50	150 03
Totals	134 38	554 98	988 63	524 18	3,012 66	5,214 83
Expenditure:						
Teachers' salaries	105 00	300 00	361 50	376 50	2,119 32	3,262 32
School sites and buildings	.....	2 25	144 77	.....	281 50	428 52
Libraries, maps, apparatus, etc.	.....	29 00	63 35	1 96	15 25	109 56
Other expenses	11 54	183 18	215 50	53 58	481 59	945 39
Totals	116 54	514 43	785 12	432 04	2,897 66	4,745 79
Balances on hand	17 84	40 55	203 51	92 14	115 00	469 04
Teachers:						
Male	.....	.....	.....	.....	1	1
Female	1	1	1	1	3	7
Certificates	Temp.	III	III	III	2 II; 2 III	2 II; 5 III; 1 Temp.
Salaries	$200 00	$300 00	$350 00	$425 00	Male $750 00 Av. female $427 00	Av. male $750 00 Av. female $365 00
Pupils:						
Total number attending	24	11	34	24	233	326
Boys	12	6	18	17	120	173
Girls	12	5	16	7	113	153
Average attendance	7	4	18	15	155	199
No. in 1st Reader, Part I	8	3	7	4	69	91
" 1st " Part II	7	1	5	2	36	51
" 2nd "	6	2	10	4	43	65
" 3rd "	1	3	7	6	37	54
" 4th "	2	2	5	5	48	62
" 5th or High S. Reader	.....	.....	.....	3	.....	3
" Art	24	11	34	24	130	223
" Geography	9	11	22	15	233	290
" Music	.....	11	34	.....	.....	45
" Literature	9	11	22	24	233	299
" Composition	16	11	22	24	233	306
" Grammar	3	2	12	12	130	159
" English History	2	5	8	9	130	154
" Canadian History	3	5	12	9	130	159
" Physiology & Hygiene	9	7	22	7	69	114
" Nature Study	24	11	34	16	191	276
" Physical Culture	.....	11	34	.....	.....	45
" Bookkeeping	.....	.....	.....	2	.....	2
" Arith. and Mensuration	.....	.....	.....	2	130	132
" Algebra	.....	.....	.....	2	.....	2
" Geometry	.....	.....	.....	2	.....	2
" Agriculture	.....	.....	.....	.....	69	69
Brick, frame or log school house	Log.	Frame.	Brick.	Brick.	Brick	3 Bk., 1 Fr., 1 Lg.
Number of maps	5	8	10	12	11	46
Number of globes	.....	1	1	1	1	4

TABLE M.—REPORT ON KINDERGARTENS.

Municipality.	No. of Kindergartens.	No. of Teachers.	Directors.	Assistants.	Average Salary, Director.	Average Salary, Assistant.	No. of Pupils attending.	Average daily attendance.
Cities:								
Brantford	5	10	5	5	340	217	542	151
Chatham	3	6	3	3	450	300	336	130
Guelph	1	1	1	.....	425	.....	131	46
Hamilton	14	16	14	2	473	325	1,380	507
Kingston	4	4	4	.....	339	.....	333	122
London	18	34	18	16	486	351	1,432	541
Ottawa	17	31	18	13	477	300	1,325	489
Peterborough	3	8	4	4	444	219	321	120
St. Catharines	2	2	2	.....	375	.....	147	47
Stratford	4	4	4	.....	369	.....	410	118
Toronto	47	126	47	79	539	356	6,551	2,240
Towns:								
Aylmer	1	2	1	1	350	150	108	47
Berlin	6	6	6	.....	412	.....	248	173
Cobourg	1	2	1	1	350	150	123	44
Collingwood	1	1	1	.....	375	.....	103	39
Dundas	1	1	1	.....	450	.....	121	69
Galt	1	1	1	.....	475	.....	55	39
Hespeler	1	1	1	.....	400	.....	63	39
Ingersoll	1	1	1	.....	450	.....	86	31
Listowel	1	1	1	.....	325	.....	80	28
Owen Sound	3	5	3	2	340	150	423	121
Picton	1	1	1	.....	350	.....	81	28
Preston	1	1	1	.....	400	.....	58	43
Simcoe	1	1	1	.....	350	.....	86	24
Tillsonburg	1	1	1	.....	350	.....	72	29
Toronto Junction	3	6	3	3	442	325	434	134
Walkerton	1	1	1	.....	330	.....	49	14
Waterloo	1	2	1	1	400	325	70	56
Welland	1	1	1	.....	325	.....	74	29
Totals	145	277	147	130	467	332	15,242	5,498

TABLE N.—REPORT ON NIGHT SCHOOLS.

	No. of Night Schools.	Teachers.	Pupils attending.	Average daily attendance.
Toronto	12	22	1,362	427
Temiskaming and Northern Ontario R. Construction Camp Schools	8	8	190	43
Totals	20	30	1,552	470

TABLE O.—REPORT ON TRUANCY.

Cities.	No. of children otherwise employed during school hours.	No. of cases of truancy reported to the Truant Officer.	No. of notices sent by Truant Officer to parents or guardians.	No. of complaints made before Police Magistrates or J.P's.	No. of convictions.	No. of children not attending any school.
Belleville	2	60	60	3	.....	.....
Brantford	4	3	9	.....	.....	.....
Chatham	.....	42	42	.....	.....	.....
Guelph	6	21	26	2	.....	6
Hamilton	.....	129	630	40	10	40
Kingston	.....	97	97	10	.....	11
London	21	30	75	10	10	.....
Niagara Falls	10	22	102	5	5	166
Ottawa	10	319	19	11	.....	.....
Peterborough	.....	113	113	7	6	.....
Port Arthur	4	.....	79	.....	.....	.....
St. Catharines	.....	237	73	.....	.....	.....
St. Thomas	4	70	70	5	5	.....
Stratford	.....	25	442	.....	.....	.....
Toronto	63	6,066	86	14	14	.....
Woodstock	.....	7	59	4	.....	3
Windsor	.....	497	6	.....	.....	14
Towns.						
Alliston	1	1	6	1	.....	.....
Almonte	.....	30	30	3	2	.....
Arnprior	.....	4	4	.....	.....	.....
Aylmer	3	8	10	3	3	.....
Barrie	.....	15	3	.....	.....	.....
Berlin	1	66	1	.....	.....	.....
Bothwell	.....	1	1	.....	.....	.....
Bowmanville	2	9	13	.....	.....	.....
Bracebridge	.....	3	3	.....	.....	.....
Brampton	.....	26	26	.....	.....	.....
Brockville	.....	32	3	.....	.....	.....
Campbellford	.....	6	12	1	.....	.....
Carleton Place	.....	12	6	.....	.....	.....
Chesley	.....	3	3	1	.....	3
Cobourg	.....	.....	13	5	5	.....
Collingwood	.....	40	60	2	2	.....
Copper Cliff	.....	20	1	5	5	.....
Cornwall	.....	54	54	.....	.....	.....
Deseronto	.....	25	25	.....	.....	.....
Dundas	3	5	16	1	1	.....
Durham	.....	12	.....	.....	.....	.....
Essex	.....	.....	20	.....	.....	.....
Forest	2	5	2	.....	.....	1
Galt	.....	11	11	.....	.....	2
Gananoque	1	4	24	.....	.....	12
Goderich	8	20	.....	.....	.....	.....
Gravenhurst	.....	1	1	1	1	.....
Hanover	6	48	.....	.....	.....	.....
Harriston	.....	3	3	.....	.....	.....
Huntsville	.....	2	.....	.....	.....	2
Ingersoll	.....	6	8	.....	.....	.....
Kenora	2	51	51	2	2	.....
Leamington	.....	5	5	.....	.....	.....
Lindsay	1	108	60	8	.....	.....
Listowel	.....	12	.....	.....	.....	.....
Mattawa	.....	6	.....	.....	.....	.....
Milton	.....	3	3	.....	.....	.....
Mitchell	.....	6	2	1	1	.....
Newmarket	.....	.....	3	.....	.....	.....
Niagara	.....	5	1	.....	.....	2
North Bay	.....	4	4	.....	.....	.....
Oakville	18	14	24	.....	.....	.....

TABLE O.—REPORT ON TRUANCY.—*Concluded.*

Towns.—*Continued.*	No. of children otherwise employed during school hours.	No. of cases of truancy reported to the Truant Officer.	No. of notices sent by Truant Officer to parents or guardians.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.	No. of children not attending any school.
Orillia	1	60	8			
Owen Sound	10	46	46	1	1	
Paris			7			1
Pembroke		4	4			5
Perth	3	21	17	7	2	
Petrolea	7	45	12			8
Port Hope		4	4			
Prescott			2			
Rainy River		1	1			
Ridgetown		1	2			
St. Mary's		6				4
Sandwich		8				
Sarnia	3		8	2		
Seaforth		12	12			
Simcoe	6	15	15	6	5	
Southampton		1		1		1
Strathroy		4				
Sudbury	2	6	4			
Thorold		4	4			
Tillsonburg		3		3		
Toronto Junction		50	40	5		1
Trenton	5	58	12			
Walkerton		1				
Wallaceburg	2		6			
Waterloo		5	5			
Webbwood		3	3			
Welland		64	52			
Wiarton		8	18	4	4	5
Villages.						
Bancroft		1	1			1
Bayfield		10	14			
Beamsville		2		2	1	
Bolton			2			
Bradford	1	2	2			
Caledonia		9	10	1		
Cayuga		4	4			
Colborne		5	3			3
Dundalk			1			
Elora		6	6			6
Embro	3					
Exeter		5	2			
Fergus	4	6	6			
Georgetown		10				
Glencoe			2			
Lakefield		3	3			
Maxville		1				
Merrickville		3	3			
Norwood			4			
Oil Springs	2	3	9			
Point Edward		20	20			
Port Stanley	1		4	2		
Shelburne		2	1			
Waterdown	10	12	8			1
Wellington			15			
Winchester		3	3			
Totals	232	8,961	2,905	179	85	298

TABLE P.—GENERAL

A General Statistical Abstract, exhibiting the comparative state and progress of Education in also Normal College and Normal and Model Schools, from the year

No.	Subjects compared.	1867.	1872.	1877.	1882.
1	Population	.....	1,620,851	.....	1,926,922
2	School population between the ages of five and sixteen years, up to 1884 (and five to twenty-one subsequently)	447,726	495,756	494,804	483,817
3	High Schools (including Collegiate Institutes)	102	104	104	104
4	Normal College and Normal and Model Schools	3	3	4	6
5	Total Public Schools in operation	4,261	4,490	4,955	5,013
6	Total Roman Catholic Separate Schools	161	171	185	190
7	Grand total of all schools in operation	4,527	4,768	5,248	5,313
8	Total Pupils attending High Schools (including Collegiate Institutes)	5,696	7,968	9,229	12,348
9	Total students and pupils attending Normal College, Normal and Model Schools	800	800	900	1,059
10	Total Pupils attending Public Schools	382,719	433,256	465,908	445,364
11	Total pupils attending Roman Catholic Separate Schools	18,924	21,406	24,952	26,148
12	Grand total students and pupils attending High, Public, Separate Schools, Normal College, and Normal and Model Schools	408,139	463,430	500,989	484,919
13	Total amount paid for the salaries of Public and Separate School teachers	$1,093,516	1,371,594	2,038,099	2,144,448
14	Total amount paid for the erection and repairs of Public and Separate School Houses, and for libraries, apparatus, books, fuel, stationery, etc	$379,672	835,770	1,035,390	882,526
15	Grand total paid for Public and Separate School Teachers' salaries, the erection and repairs to School houses, and for libraries, apparatus, etc	$1,473,188	2,207,364	3,073,489	3,026,974
16	Total amount paid for High School (and Collegiate Institute) Teachers' salaries	$94,820	141,812	211,607	253,864
17	Total amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc	$19,190	31,360	51,417	89,857
18	Grand total paid for educational purposes as above	$1,587,198	2,380,536	3,336,513	3,370,695
19	Total Public and Separate School Teachers	4,890	5,476	6,468	6,857
20	Total Male Teachers	2,849	2,626	3,020	3,062
21	Total Female Teachers	2,041	2,850	3,448	3,795

NOTE—Normal College was closed in 1907; the training of teachers of the higher grades and Queen's

STATISTICAL ABSTRACT.

Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes), 1867 to 1907, compiled from the Returns in the Education Department.

No.	1887.	1892.	1897.	1902.	1906.	1907.
1	.....	2,114,321	.....	2,167,938	.....	.....
2	611,212	595,238	590,055	584,512	595,257	590,285
3	112	128	130	134	142	143
4	6	6	7	8	8	7
5	5,277	5,577	5,574	5,671	5,797	5,819
6	229	312	340	391	443	449
7	5,624	6,023	6,051	6,204	6,390	6,418
8	17,459	22,837	24,390	24,472	29,392	30,331
9	1,204	1,270	1,492	1,709	1,526	1,407
10	462,839	448,204	441,157	420,094	413,290	413,510
11	30,373	37,466	41,620	45,964	50,760	51,502
12	511,875	509,777	508,659	492,239	494,968	496,750
13	2,458,540	2,752,628	2,886,061	3,198,132	3,880,548	4,389,524
14	1,283,565	1,301,289	1,329,609	1,627,028	2,522,658	3,166,655
15	3,742,105	4,053,917	4,215,670	4,825,160	6,403,206	7,556,179
16	327,452	470,828	532,837	547,402	716,471	783,782
17	168,160	215,871	183,139	222,278	312,823	429,915
18	4,237,717	4,740,616	4,931,646	5,594,840	7,432,500	8,769,876
19	7,594	8,480	9,128	9,631	10,053	10,200
20	2,718	2,770	2,784	2,311	1,881	1,813
21	4,876	5,710	6,344	7,320	8,172	8,387

being thereafter carried on by the Faculties of Education at the University of Toronto University, Kingston.

APPENDIX B.—

FINANCIAL

Name of Institute.	Number of Institutes.	Number of members.	Receipts.		
			Government grant.	Municipal grant.	Members' fees.
			$ c.	$ c.	$ c.
1 Algoma	1	38	25 00	.....	19 00
2 Brant	1	100	25 00	25 00	.....
3 Bruce, East	1	122	25 00	25 00	.....
4 Bruce, West	1	73	25 00	25 00	17 75
5 Carleton	1	159	25 00	25 00	.....
6 Dufferin	1	36	.....	.....	.....
7 Dundas	1	111	25 00	25 00	32 25
8 Durham	1	120	25 00	25 00	.....
9 Elgin	1	142	25 00	25 00	.....
10 Essex, North	1	60	25 00	50 00	.....
11 Essex, South	1	114	25 00	50 00	20 75
12 Frontenac	1	150	25 00	25 00	.....
13 Glengarry	1	95	25 00	25 00	.....
14 Grenville	1	99	25 00	25 00	2 29
15 Grey, East	1	35	25 00	25 00	8 75
16 Grey, South	1	41	25 00	25 00	10 25
17 Grey, West	1	111	25 00	25 00	16 75
18 Haliburton	1	62	.....	.....	.....
19 Haldimand	1	115	25 00	25 00	.....
20 Halton	1	95	25 00	25 00	.....
21 Hastings, North	1	123	25 00	25 00	18 50
22 Hastings, South	1	99	.....	.....	.....
23 Huron, East	1	137	25 00	25 00	.....
24 Huron, West	1	48	25 00	25 00	18 30
25 Kent, East	1	96	25 00	25 00	21 50
26 Kent, West	1	99	25 00	25 00	24 75
27 Lambton, East	1	125	25 00	25 00	25 00
28 Lambton, West	1	124	25 00	25 00	.....
29 Lanark	1	200	25 00	25 00	.....
30 Leeds, No. 1 (West)	1	100	25 00	25 00	10 50
31 Leeds, No. 2 (East)	1	89	25 00	25 00	6 50
32 Lennox and Addington	1	114	25 00	25 00	.....
33 Lincoln	1	88	25 00	25 00	.....
34 Manitoulin	1	72	.....	.....	.....
35 Middlesex, East	1	112	25 00	45 00	24 50
36 Middlesex, West	1	106	25 00	100 00	53 00
37 Muskoka	1	71	25 00	.....	.....
38 Nipissing	1	28	.....	.....	7 00
39 Norfolk	1	142	25 00	25 00	.....
40 Northumberland	1	150	25 00	25 00	.....
41 Ontario, North	1	73	25 00	50 00	18 00
42 Ontario, South	1	70	25 00	25 00	.....
43 Oxford	1	130	25 00	25 00	5 00
44 Parry Sound, West	1	40	.....	.....	6 88
45 Peel	1	100	25 00	25 00	.....
46 Perth	1	140	25 00	25 00	58 50
47 Peterborough	1	116	25 00	25 00	.....

TEACHERS' INSTITUTES.

STATEMENT, 1907.

	Receipts.—*Continued.*		Expenditure.				
	Balances and other sources.	Total receipts.	Printing, postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous.	Total expenditure.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	16 10	60 10	4 00	.....	65	4 65	55 45
2	76 12	126 12	7 87	.....	45 86	53 73	72 39
3	70 53	120 53	14 30	12 50	62 50	89 30	31 23
4	189 66	257 41	7 20	8 00	98 90	114 10	143 31
5	41 56	91 56	20 55	.....	42 90	63 45	28 11
6	9 45	9 45	5 80	3 65	.....	9 45	.....
7	55 91	138 16	14 00	.....	79 15	93 15	45 01
8	42 97	92 97	6 05	.....	48 05	54 10	38 87
9	205 90	255 90	5 00	.....	20 00	25 00	230 90
10	108 20	183 20	18 66	.....	44 75	63 41	119 79
11	81 13	176 88	68 18	.....	35 35	103 53	73 35
12	67 62	117 62	3 75	.....	25 00	28 75	88 87
13	44 56	94 56	22 55	.....	25 07	47 62	46 94
14	94 00	146 29	12 43	.....	109 33	121 76	24 53
15	101 18	159 93	2 00	.....	87 40	89 40	70 53
16	248 66	308 91	9 17	43 26	76 00	128 43	180 48
17	75 99	142 74	13 55	.....	47 80	61 35	81 39
18	83 21	83 21	3 99	16 64	20 95	41 58	41 63
19	251 81	301 81	5 30	.....	37 30	42 60	259 21
20	66 92	116 92	6 25	17 00	40 05	63 30	53 62
21	66 91	135 41	11 75	.....	32 95	44 70	90 71
22	163 98	163 98	.....	.....	20 00	20 00	143 98
23	30 15	80 15	7 35	.....	18 45	25 80	54 35
24	148 03	216 33	27 75	5 95	76 20	109 90	106 43
25	78 98	150 48	11 45	.....	87 65	99 10	51 38
26	50 14	124 89	6 46	.....	59 70	66 16	58 73
27	55 82	130 82	30 80	.....	40 95	71 75	59 07
28	89 31	139 31	5 45	.....	28 00	33 45	105 86
29	142 60	192 60	14 40	28 70	56 80	99 90	92 70
30	74 40	134 90	9 21	15 00	26 69	50 90	84 00
31	53 00	109 50	3 73	14 25	61 42	79 40	30 10
32	54 79	104 79	15 04	.....	63 00	78 04	26 75
33	108 11	158 11	7 98	3 04	49 67	60 69	97 42
34	65 16	65 16	8 24	.....	30 00	38 24	26 92
35	31 03	125 53	47 22	9 56	56 85	113 63	11 90
36	96 08	274 08	30 59	.....	142 95	173 54	100 54
37	84 13	109 13	8 15	8 75	20 60	37 50	71 63
38	49 25	56 25	8 45	.....	25 80	34 25	22 00
39	96 37	146 37	10 58	.....	67 00	77 58	68 79
40	119 01	169 01	6 25	.....	45 90	52 15	116 86
41	47 26	140 26	3 85	.....	74 50	78 35	61 91
42	126 50	176 50	4 60	.....	30 90	35 50	141 00
43	84 35	139 35	10 20	.....	36 40	46 60	92 75
44	47 91	54 79	62	18 75	5 00	24 37	30 42
45	24 01	74 01	11 50	.....	53 00	64 50	9 51
46	64 41	172 91	12 82	.....	119 03	131 85	41 06
47	13 50	63 50	4 55	.....	50 40	54 95	8 55

TEACHERS'

FINANCIAL

Name of Institute.	Number of Institutes.	Number of members.	Receipts.		
			Government grant.	Municipal grant.	Members' fees.
			$ c.	$ c.	$ c.
48 Prescott and Russell	1	104	25 00	25 00	.....
49 Prescott and Russell, Bilingual	1	120	25 00	25 00	.....
50 Prince Edward	1	92	25 00	25 00	.....
51 Rainy River	1	40	25 00	.....	.....
52 Renfrew	1	190	25 00	25 00	33 50
53 Simcoe, East	1	135	25 00	25 00	.....
54 Simcoe, North	1	115	25 00	25 00	15 00
55 Simcoe, South-west	1	47	25 00	25 00	11 75
56 Stormont	1	89	25 00	25 00	22 35
57 Thunder Bay	1	50	25 00	.....	.....
58 Victoria, East	1	86	25 00	37 50	.....
59 Victoria, West	1	75	25 00	37 50	.....
60 Waterloo	1	163	25 00	25 00	75 25
61 Welland	1	163	25 00	25 00	.....
62 Wellington, North	1	100	25 00	50 00	19 25
63 Wellington, South	1	95	25 00	25 00	.....
64 Wentworth	1	110	25 00	25 00	.....
65 York, North	1	34	25 00	25 00	8 50
66 York, South	1	150	25 00	25 00	14 75
67*Ontario Educational Associat'n	1	931	1,000 00	.....	465 50
Cities and Towns.					
68 Belleville	1	21	25 00	.....	5 25
69 Brantford	1	60	25 00	25 00	.....
70 Brockville	1	28	25 00	25 00	7 00
71 Guelph	1	37	25 00	25 00	.....
72 Hamilton	1	192	25 00	25 00	48 00
73 Kingston	1	57	25 00	25 00	13 50
74 London	1	175	25 00	25 00	47 50
75 Ottawa	1	230	25 00	25 00	.....
76 Peterborough	1	62	25 00	25 00	29 00
77 St. Catharines	1	25	25 00	25 00	.....
78 St. Thomas	1	42	25 00	25 00	.....
79 Stratford	1	37	25 00	.....	38 00
80 Toronto	1	723	25 00	25 00	363 00
81 Windsor and Walkerville	1	71	25 00	25 00	28 50
Totals, 1907	81	9,319	2,850 00	1,920 00	1,671 32
Totals, 1906	82	9,230	3,000 00	1,877 00	1,518 50
Increases	.....	89	.....	43 00	152 82
Decreases	1	.....	150 00	.....	.....

*Statement for 1907-8.

INSTITUTES.—*Concluded.*

STATEMENT, 1907.—*Concluded.*

	Receipts.—*Continued.*		Expenditure.				
	Balances and other sources.	Total receipts.	Printing, postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous.	Total expenditure.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
48	78 77	128 77	33 91	.....	17 00	50 91	77 86
49	52 59	102 59	8 26	.....	25 60	33 86	68 73
50	70 30	120 30	3 75	13 11	34 60	51 46	68 84
51	28 80	53 80	6 50	.....	3 00	9 50	44 30
52	134 58	218 08	33 80	.....	148 66	182 46	35 62
53	45 34	95 34	4 95	75	59 90	65 60	29 74
54	72 58	137 58	10 25	.....	82 90	93 15	44 43
55	52 60	114 35	8 25	25 00	40 25	73 50	40 85
56	39 71	112 06	5 73	.....	56 33	62 06	50 00
57	15 50	40 50	7 30	2 25	60	10 15	30 35
58	126 56	189 06	25 45	.....	28 75	54 20	134 86
59	76 97	139 47	16 45	8 75	19 80	45 00	94 47
60	45 05	170 30	17 62	.....	66 90	84 52	85 78
61	98 66	148 66	10 67	.....	99 40	110 07	38 59
62	129 83	224 08	20 60	47 60	10 00	78 20	145 88
63	65 91	115 91	6 69	.....	73 20	79 89	36 02
64	47 25	97 25	12 20	.....	50 50	62 70	34 55
65	114 07	172 57	3 68	17 00	20 52	41 20	131 37
66	70 28	135 03	43 64	29 50	12 00	85 14	49 89
67	595 58	2,061 08	1,283 60	.....	421 80	1,705 40	355 68
68	20	30 45	2 40	.....	10 00	12 40	18 05
69	52 78	102 78	.....	29 00	27 44	56 44	46 34
70	29 74	86 74	10	9 40	27 00	36 50	50 24
71	15 55	65 55	36	46 44	.....	46 80	18 75
72	178 54	276 54	20 75	.....	151 77	172 52	104 02
73	41 98	105 48	4 99	22 60	33 65	61 24	44 24
74	148 53	246 03	17 52	40	199 00	216 92	29 11
75	77 37	127 37	5 45	.....	32 91	38 36	89 01
76	58 70	137 70	4 00	.....	37 00	41 00	96 70
77	87 24	137 24	23	27 75	32 00	59 98	77 26
78	56 91	106 91	.....	14 75	29 50	44 25	62 66
79	52 13	115 13	59	47 43	14 63	62 65	52 48
80	1,596 44	2,009 44	39 85	104 88	329 25	473 98	1,535 46
81	29 06	107 56	8 59	2 50	72 85	83 94	23 62
	8,382 77	14,824 09	2,237 72	654 16	4,595 53	7,487 41	7,336 68
	7,403 65	13,799 15	2,105 66	1,054 84	4,512 88	7,673 38	6,125 77
	979 12	1,024 94	132 06	.....	82 65	.....	1,210 91
.....	.....	.....	.....	400 68	.....	185 97	.....

APPENDIX C.—RURAL SCHOOL LIBRARIES, 1907-8.

Legislative aid was granted to the amount of 34 per cent. of the value of all library books approved by the Inspector and purchased between 1st July, 1907, and 1st October, 1908, provided no school received more than $10.00 and no purchase was less than $10.00.

Inspectorate.	Number of schools purchasing books to the amount of $10.00 during the year.	Total amount expended in such schools during the year for books recommended.	Total Government grant.	Number of rural public school libraries in inspectorate.	Number of libraries established during year.
		$ c.	$ c.		
Algoma	6	116 93	39 75	11	6
Brant	24	447 05	129 73	62	3
Bruce, East	4	62 56	21 26	17	4
Bruce, West	11	274 50	86 07	43	4
Carleton	7	98 05	33 33	64	1
Dufferin				27	
Dundas	20	287 19	97 62	71	4
Durham	35	405 00	137 70	77	16
Elgin	53	663 76	225 49	102	
Essex, North	3	49 84	16 94	23	1
Essex, South	48	903 44	306 42	75	36
Frontenac	6	100 00	34 00	103	5
Glengarry	3	38 15	12 96	19	1
Grey, East	19	290 27	98 66	30	17
Grey, West	24	372 55	120 27	60	7
Grey, South	5	85 00	25 30	55	1
Haliburton and E. Parry Sound	21	457 77	135 55	76	11
Haldimand	28	358 40	121 80	62	5
Halton	7	123 12	34 85	32	3
Hastings, North	29	423 45	137 09	110	4
Hastings, South	13	208 95	71 01	24	10
Huron, East	7	83 80	28 45	30	3
Huron, West	25	467 45	158 93	77	20
Kent, East	16	346 16	107 90	32	7
Kent, West	19	261 98	88 56	76	1
Lambton, East	7	111 71	37 97	53	3
Lambton, West	26	420 58	142 45	55	12
Lanark	9	116 58	39 62	50	4
Leeds and Grenville, No. 1	8	114 00	38 76	70	3
Leeds and Grenville, No. 2	50	510 00	173 40	65	13
Leeds and Grenville, No. 3	41	581 93	195 96	59	9
Lennox and Addington	14	259 65	83 08	67	10
Lincoln	11	176 89	56 52	59	
Manitoulin	1	13 87	4 71	5	1
Middlesex, East	13	199 67	67 88	69	9
Middlesex, West	13	141 38	48 04	53	1
Muskoka, N. W	11	210 30	67 16	53	6
Muskoka, S. E	5	63 57	21 61	18	1
Nipissing	1	17 10	5 81	3	1
Norfolk	22	328 91	110 24	85	9
Northumberland	13	183 73	62 46	35	7
Ontario, South	16	288 61	91 22	51	11
Ontario, North	19	378 00	126 62	59	
Oxford	6	100 57	34 18	54	6
Parry Sound, West	23	325 56	103 68	49	20
Peel	32	575 38	185 93	66	17
Perth	13	208 49	70 83	96	5
Peterboro	49	854 00	290 16	96	41
Prescott and Russell	11	194 78	53 42	49	8
Prince Edward	8	85 00	28 90	67	6
Renfrew	7	121 91	41 45	25	3

RURAL SCHOOL LIBRARIES, 1907-8.—Concluded.

Inspectorate.	Number of schools purchasing books to the amount of $10.00 during the year.	Total amount expended in such schools during year for books recommended.	Total Government grant.	Number of rural public school libraries in inspectorate.	Number of libraries established during year.
		$ c.	$ c.		
Simcoe, North	11	220 90	73 20	31	6
Simcoe, East	11	328 09	82 39	46	5
Simcoe, South West	9	307 48	70 96	29	9
Stormont	14	290 00	96 16	20	12
Thunder Bay and Rainy River	3	40 00	13 60	31	1
Victoria, East	1	20 00	6 80	11	1
Victoria, West	22	298 15	101 22	56	11
Waterloo, No. 1	11	167 67	57 00	22	4
Waterloo, No. 2	8	119 97	40 79	20	3
Welland	13	155 33	52 80	17	12
Wellington, North	8	159 56	48 83	20	6
Wellington, South	10	182 86	60 95	30	4
Wentworth	52	1,286 33	389 99	73	.....
York, North	20	321 09	109 16	56	18
York, South	18	372 74	109 58	40	7
R. C. Separate Schools :—					
Insp. Power	1	10 09	3 43	8	.....
Insp. Sullivan	5	108 05	34 18	32	2
Insp. Gaboury	1	11 50	3 91	1	.....
Insp. Chenay	1	10 00	3 40	21	.....
Insp. O'Brien	8	161 69	54 08	12	8
Insp. Jones	7	219 47	48 86	7	5
Totals, 1907-8	1,096	18,298 51	5,912 99	3,352	490
Totals, 1906-7	1,448	27,462 87	4,870 37	2,638	1,116
Increases	.....	.....	1,042 62	714	.....
Decreases	352	9,164 36	.....	.....	626

APPENDIX D.—FREE TEXT BOOKS IN RURAL SCHOOLS, 1908.

Inspectorate.	Name of school (section number and township) and amount expended for text books.	Total amount expended.	Total amount of Legislative aid.
		$ c.	$ c.
Middlesex, West	6 E. Williams, $2.38	2 38	1 19
Perth	6 Downie, $5.10	5 10	2 55
Totals, 1908	2 Schools	7 48	3 74
Totals, 1907	3 Schools	16 88	8 44
Decreases		9 40	4 70

APPENDIX E.—ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

ENTRANCE EXAMINATION, JUNE 1908.

Collegiate Institutes.	Examined.	Passed.
Aylmer	118	68
Barrie	120	83
Berlin	176	152
Brantford	258	212
Brockville	105	85
Chatham	192	138
Clinton	55	46
Cobourg	88	71
Collingwood	120	74
Galt	177	140
Goderich	90	53
Guelph	130	120
Hamilton	645	541
Ingersoll	90	52
Kingston	181	160
Lindsay	91	87
London	423	375
Morrisburg	72	35
Napanee	114	57
Niagara Falls	96	76
Orillia	152	112
Ottawa	616	524
Owen Sound	214	152
Perth	106	68
Peterborough	203	124
Renfrew	125	77
Ridgetown	80	58
St. Catharines	78	63
St. Mary's	145	100
St. Thomas	182	121
Sarnia	168	106
Seaforth	67	47
Stratford	215	165
Strathroy	137	100
Toronto (Harbord)	524	272
" (Jameson)	339	213
" (Jarvis)	319	214
Vankleek Hill	74	51
West Toronto	177	114
Whitby	98	66
Windsor	166	119
Woodstock	169	131
Totals	7,695	5,622

High Schools.	Examined.	Passed.
Alexandria	86	42
Almonte	63	40
Arnprior	87	56
Arthur	83	63
Athens	149	100
Aurora	40	30
Beamsville	52	25
Belleville	194	124
Bowmanville	60	46
Bradford	46	23
Brampton	74	40
Brighton	32	19
Caledonia	50	27
Campbellford	58	38
Carleton Place	76	61
Cayuga	51	28
Chesley	55	37
Colborne	41	31
Cornwall	160	96
Deseronto	38	30
Dundas	57	24
Dunnville	86	57
Dutton	58	45
East Toronto	109	67
Elora	39	30
Essex	74	40
Fergus	85	68
Forest	54	40
Fort William	56	42
Gananoque	96	61
Georgetown	41	30
Glencoe	81	58
Gravenhurst	70	49
Grimsby	54	44
Hagersville	54	38
Harriston	39	32
Hawkesbury	41	28
Iroquois	78	40
Kemptville	71	50
Kenora	31	14
Kincardine	49	29
Leamington	62	36
Listowel	103	76
Lucan	83	55
Madoc	76	35
Markham	112	77
Meaford	67	45
Midland	65	36
Mitchell	106	76
Mount Forest	90	66
Newburgh	111	63
*Newcastle	27	21
Newmarket	43	32
Niagara	21	11
Niagara Falls, South	33	20
North Bay	57	43
Norwood	74	38
Oakville	44	35
Omemee	55	39
Orangeville	80	27
Oshawa	80	61
Paris	50	36
Parkhill	84	51

*No report received; figures of preceding year.

ENTRANCE EXAMINATION, JUNE 1908.—*Continued.*

High Schools.—*Continued.*	Examined.	Passed.
Pembroke	138	79
Penetanguishene	55	39
Petrolea	68	43
Picton	122	64
Plantagenet	55	41
Port Arthur	40	39
Port Dover	22	14
Port Elgin	39	26
Port Hope	66	53
Port Perry	71	47
Port Rowan	47	25
Prescott	68	41
Richmond Hill	55	38
Rockland	42	23
Sault Ste. Marie	100	73
Simcoe	115	81
Smith's Falls	82	65
Smithville	30	17
Stirling	58	37
Streetsville	23	12
Sudbury	40	33
Sydenham	41	25
Thorold	36	25
Tillsonburg	84	56
Toronto, Technical	76	48
Toronto, Riverdale	114	71
Trenton	51	39
Uxbridge	65	31
Vienna	26	24
Walkerton	86	59
Wardsville	18	17
Waterdown	41	26
Waterford	99	61
Watford	67	46
Welland	65	38
Weston	85	62
Wiarton	62	49
Williamstown	47	26
Wingham	68	52
Totals	6,808	4,466

Other Places.	Examined.	Passed.
Aberfoyle	41	36
Abingdon	8	5
Acton	39	20
Alliston	53	29
Alvinston	70	45
Ameliasburg	26	10
Amherstburg	55	20
Ancaster	48	15
Angus	16	11
Apsley	3	1
Arkona	40	29
Ashton	19	15
Aultsville	38	12
Avonmore	57	30
Ayr	9	6
Bailieboro	25	14
Bancroft	39	19
Barriefield	15	10
Bath	33	21
Battersea	23	9
Bayfield	8	7
Beaverton	41	32
Beeton	28	21
Belle River	23	3
Belmont	34	29
Bethany	23	11
Bethesda	9	7
Billing's Bridge	13	6
Binbrook	20	9
Blackstock	23	14
Blenheim	81	51
Blind River	18	15
Blyth	27	23
Bobcaygeon	26	11
Bolton	35	11
Bothwell	33	20
Bowesville	12	7
Bracebridge	67	49
Bridgeburg	21	17
Brigden	40	12
Bruce Mines	22	10
Brussels	66	49
Burford	41	20
Burgessville	22	16
Burk's Falls	47	31
Burlington	35	26
Burritt's Rapids	9	5
Cannington	48	32
Cardinal	35	17
Carp	40	20
Castleton	20	11
Cataraqui	37	22
Chapleau	10	4
Charleston	35	19
Chatsworth	36	26
Chesterville	59	18
Claremont	24	23
Clifford	13	9
Cobalt	9	5
Cobden	71	24
Coldwater	22	14
Comber	37	16
Cookstown	16	12
Courtright	33	13
Crediton	30	20
Creemore	31	23
Crosshill	13	8
Cumberland	28	20
Dashwood	14	7
Deer Park	28	21
Delhi	61	38
Delta	48	23
Denbigh	10	3
Dickenson's Landing	29	14
Dorchester Station	60	33
Drayton	57	44

ENTRANCE EXAMINATION, JUNE 1908.—*Continued.*

Other Places.—*Continued.*	Examined.	Passed.	Other Places.—*Continued.*	Examined.	Passed.
Dresden	46	34	Kirkfield	42	34
Drumbo	21	6	Kleinburg	15	13
Dryden	10	4	Lakefield	64	42
Dundalk	43	28	Lanark	68	33
Dungannon	22	15	Lancaster	27	21
Durham	79	63	Laurel	15	6
Easton's Corners	13	7	Lefroy	30	23
Eganville	86	48	Lion's Head	22	11
Eglinton	28	14	Little Current	12	4
Elmira	38	29	Little Britain	17	15
Elmvale	71	17	London East	149	114
Embro	53	41	Lucknow	23	13
Embrun	12	11	Macdonald Consolidated	28	23
Emo	17	12	Magnetawan	17	13
Ennismore	19	7	Manitowaning	23	15
Erin	51	36	Manotick	14	6
Exeter	47	38	Maple	14	8
Fenelon Falls	48	35	Markdale	28	18
Feversham	32	15	Marmora	28	9
Finch	57	26	Marshville	27	17
Fingal	54	29	Marsville	7	2
Flesherton	40	29	Massey	13	6
Flinton	8	6	Mattawa	22	13
Florence	41	18	Maxville	60	30
Fordwich	18	12	Merivale	17	10
Fort Frances	8	6	Merlin	36	16
Fournier	12	7	Merrickville	34	28
Galetta	21	13	Merritton	71	43
Glen Allan	13	9	Metcalfe	31	19
Gore Bay	46	30	Mildmay	23	19
Grand Valley	44	14	Millbrook	36	22
Haileybury	10	4	Milton	84	58
Hall's Bridge	7	3	Milverton	59	44
Hamilton	33	22	Minden	25	17
Hanover	23	15	Moorefield	20	15
Harrow	25	15	Morewood	25	9
Harrowsmith	36	22	Mount Albert	22	15
Hastings	26	17	Mount Elgin	13	8
Havelock	43	29	Mount Hope	19	10
Hensall	30	23	Mount Pleasant	20	16
Hepworth	13	7	Mountain	16	5
Highgate	34	25	Mountain Grove	18	10
Hillsdale	35	16	Neustadt	8	5
Horning's Mills	28	3	Newboro	39	17
Huntsville	45	32	New Hamburg	19	17
Irish Creek	17	9	New Liskeard	28	10
Innerkip	19	8	North Augusta	21	11
Janetville	11	9	North Gower	26	17
Janeville	18	7	North Lancaster	26	8
Jarvis	32	19	Norwich	35	24
Jockvale	5	3	Oakwood	14	12
Kars	6	3	Oil Springs	53	31
Keene	33	17	Orono	17	11
Keewatin	10	6	Osgoode Station	15	4
Keswick	13	9	Otterville	14	6
Kilmaurs	8	1	Paisley	63	37
Kimberley	17	7	Pakenham	23	14
King	25	16	Palmerston	30	26
Kingsville	37	20	Parry Sound	75	36
Kintail	35	16	Pelham, S.S. No. 2	37	23

ENTRANCE EXAMINATION, JUNE 1908.—*Continued.*

Other Places.—*Continued.*	Examined.	Passed.
Pelee Island	13	1
Plattsville	49	26
Port Colborne	29	21
Port Stanley	20	13
Powassan	42	28
Princeton	16	7
Queensville	12	4
Rainy River	7	5
Randwick	13	6
Richard's Landing	18	13
Richmond	29	18
Ridgeway	29	21
Ripley	25	17
Rockton	48	20
Rockwood	36	31
Rodney	42	27
Rosemont	28	7
Roseneath	15	12
Russell	28	21
St. George	22	15
St. Helen's	20	15
Sandwich	66	21
Schomberg	28	11
Schreiber	14	3
Selkirk	28	20
Sharbot Lake	29	14
Shelburne	62	31
Solina	19	13
Southampton	17	16
South Indian	20	10
South Mountain	24	11
South River	32	22
Sparta	26	15
Spencerville	38	26
Springfield	20	13
Stayner	63	45
Steelton	19	17
Stittsville	28	15
Stoney Creek	49	27
Stouffville	32	20
Strabane	15	9
Sturgeon Falls	44	19
Sutton	17	7
Tamworth	43	25
Tara	42	26
Tavistock	25	12
Teeswater	59	34
Thamesford	17	11
Thamesville	65	37
Thedford	15	9
Thessalon	27	15
Thornbury	50	30
Thorndale	38	31
Tilbury	35	25
Tiverton	14	12
Toronto, (De La Salle Inst.)	183	139
Tottenham	53	38
Tweed	64	44
Uptergrove	35	23
Varna	7	6
Vernon	12	9
Victoria Harbour	18	8
Victoria Mine	13	7
Wallaceburg	61	46
Warkworth	20	12
Waubaushene	10	8
Webbwood	16	7
Wellandport	34	21
Wellington	28	13
Westboro	16	11
West Lorne	25	11
Westport	30	17
Wheatley	29	19
Whitevale	10	9
Wilkesport	19	5
Winchester	67	28
Wolfe Island	34	6
Woodbridge	28	20
Woodville	33	28
Wooler	12	8
Wroxeter	27	22
Wychwood	10	9
Wyoming	34	18
York, S.S. No. 13	20	8
Zephyr	4	4
Zurich	18	7
Totals	8,715	5,203

SUMMARY.

Collegiate Institutes	7,695	5,622
High Schools	6,808	4,466
Other Places	8,715	5,203
Grand totals, 1908	23,218	15,291
Grand totals, 1907	22,144	15,430
Increase	1,074	
Decrease		139

APPENDIX F.—

Inspectorate.		Name of School.	Post Office.
Algoma	1	Massey	Massey
	2	Webbwood	Webbwood
Brant	3	S Burford	Burford
Bruce, West	4	Tiverton	Tiverton
	5	10 Kinloss	White Church
	6	6 Bruce	Underwood
	7	1 Culross	Belmore
	8	13 Huron	Verdun
	9	8 Kinloss	Langside
Dundas	10	1 Mountain	South Mountain
	11	22 Mountain	Mountain
	12	4 Winchester	Ormond
Durham	13	14 Clarke	Kirby
	14	13 Manvers	Lotus
Elgin	15	18 Bayham	Eden
	16	9 Southwold	Shedden
	17	12 "	Fingal
	18	11 South Dorchester	Belmont
	19	7 Yarmouth	Sparta
	20	10 Aldborough	Clachan
	21	16 Bayham	Corinth
	22	13 Dunwich	Wallacetown
	23	Port Stanley	Port Stanley
	24	1 Aldboroug	Aldborough
	25	4 "	Eagle
	26	7 "	Kintyre
	27	5 Dunwich	Iona
	28	6 "	Iona Station
	29	9 "	Cowal
	30	14 "	Iona
	31	1 Southwold	Boxall
	32	2 "	Pt. Stanley
	33	3 "	Southwold Station
	34	6 "	Talbotville
	35	8 "	Frome
	36	10 "	Shedden
	37	11 "	Fingal
	38	14 "	St. Thomas
	39	20 "	Cowal
	40	10 South Dorchester	Harrietsville
	41	19 Yarmouth	New Sarum
	42	22 "	Mapleton
	43	23 "	St. Thomas
Essex, South	44	Kingsville	Kingsville
Grey, East	45	3 Euphrasia	Kimberley
	46	18 "	Markdale
	47	1 Osprey	Badjeros

FIFTH CLASSES, 1907-8.

	Teachers.			Pupils.		Grade of Fifth Class.			
	Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1908.	No. of Pupils.	Average daily attendance.	A	B	C	Government Grant.
			$						$ c.
1	R. A. A. McConnell	II	800	8	6			1	207 72
2	Angus Cameron	II	700	7	5		1		191 96
3	David A. Hoggarth	II	650	10	6	1			77 99
4	Robt. Watson	II	575	7	4		1		60 78
5	Mary Troy	II	500	5	2			1	22 69
6	Ena Henderson	II	450	6	3			1	17 50
7	Oliver F. Coumaus	III	600	3	2			1	21 25
8	Sidney Gardner	III	450	7	3			1	17 50
9	Annie M. P. Smith	III	400	4	2			1	15 00
10	Wm. B. Poaps	II	525	3	2			1	22 90
11	Esther Bates	II	450	8	4			1	20 28
12	Annie R. Boucher	II	450	4	2			1	16 25
13	Ida M. Lang	II	450	3	2			1	17 50
14	David L. Sommerville	II	450	3	2			1	17 50
15	Alberta Clark	II	450	8	4	1			42 37
16	D. J. Doyle	II	500	8	5	1			52 90
17	Edward Witty	II	560	7	5	1			56 69
18	Margaret McKenzie	II	600	18	15	1			73 34
19	Robert Henderson	II	525	8	7	1			55 77
20	Jean Anderson	II	500	6	3		1		32 68
21	James Amoss	II	525	4	3		1		35 20
22	Jessie Kelso	I	450	3	2		1		29 00
23	R. A. Catherwood	II	625	7	6		1		88 37
24	Isabel McMillan	III	400	3	2			1	20 25
25	Carrie Humphries	II	400	3	2			1	22 41
26	Effie Graham	III	455	8	4			1	25 61
27	Mary Watson	III	400	5	3			1	21 19
28	Maggie McNeil	II	500	3	2			1	26 04
29	Mary J. Duncanson	I	500	7	4			1	25 84
30	Margaret McLennan	II	400	3	2			1	19 55
31	Rosa Henderson	II	450	3	2			1	24 23
32	Nona Cornforth	II	350	3	2			1	19 74
33	Elsie Caverhill	I	500	3	2			1	28 20
34	Laura Graham	III	500	7	4			1	29 19
35	Ethel Davis	III	400	3	2			1	23 54
36	Malcolm Campbell	III	450	3	2			1	27 14
37	J. C. McLennan	III	500	6	4			1	27 02
38	Rhea Gooding	II	500	3	2			1	29 46
39	Cornelia Thomson	II	450	7	4			1	21 48
40	Maud Eagan	II	500	4	2			1	26 02
41	Mabel Douglas	III	460	3	2			1	25 54
42	Otta Cloes	II	500	3	2			1	28 00
43	Donald Smith	III	385	4	3			1	19 08
44	W. J. Elliott	I	900	9	5		1		143 59
45	Clara Meiklejohn	I	500	11	5	1			47 08
46	Christina A. Sprung	II	425	3	2			1	15 60
47	Sarah Sprott	II	450	3	2			1	19 92

Inspectorate.		Name of School.	Post Office.
Grey, South	48	Dundalk	Dundalk
	49	Markdale	Markdale
	50	5 Artemesia	Flesherton
Haldimand	51	1 Walpole	Nanticoke
	52	3 "	Selkirk
	53	5 North Cayuga	De Cewsville
	54	11 "	Canfield
Haliburton, E. Parry Sound, etc.	55	Powassan	Powassan
	56	4 N. Himsworth	Callander
	57	6 S. Himsworth	Trout Creek
	58	7 Machar	Midford
	59	Mattawa	Mattawa
	60	Kearney	Kearney
	61	1 Anson	Minden
	62	South River	South River
Halton	63	1 Nassagaweya	Campbellville
Hastings, North	64	Marmora	Marmora
	65	3 Elzevir	Queensboro
Hastings, South	66	11 Sidney	Frankford
Huron, East	67	*Blyth	Blyth
	68	7 Howick	Gorrie
	69	17 Howick	Fordwich
	70	8 Hullett	Londesboro'
	71	U. 5 Hullett	Auburn
	72	1 Grey	Brussels
	73	6 Howick	Fordwich
	74	2 Tuckersmith	Kippen
	75	1 Turnberry	Wroxeter
Huron, West	76	Hensall	Hensall
	77	4 Ashfield	Lochalsh
	78	8 "	Dungannon
	79	15 "	Lochalsh
	80	1 Colborne	Carlow
	81	7 Hay	Zurich
	82	1 Stanley	Clinton
	83	4 "	Bayfield
	84	7 "	Varna
	85	14 "	Kippen
	86	5 Stephen	Crediton
	87	16 "	Dashwood
	88	3 W. Wawanosh	St. Helen's
	89	4 "	St. Helen's
Kent, East	90	2 Harwich	Kent Centre
	91	6 "	Blenheim
	92	7 "	Mull
	93	8 "	Harwich
	94	11 "	Guilds

* Half year Fifth Class, half year Continuation School.

CLASSES, 1907-8.—*Continued*.

Teachers.			Pupils.		Grade of Fifth Class.			
Name of Principal and Degree.	Professional Certificate.	Annual Salary 1908.	No. of Pupils.	Average daily attendance.	A	B	C	Government Grant.
		$						$ c.
48 John Urquhart, B.A.	I	700	13	6	.....	1	.....	113 59
49 Jas. S. Rowe	II	700	14	6	.....	1	.....	118 54
50 Wm. Heath	II	600	8	6	.....	1	.....	30 50
51 Maggie E. Kenney	II	400	7	5	.....	1	.....	22 48
52 Thos. J. Hicks	II	750	11	6	.....	1	.....	93 95
53 Matt. Johnstone	II	550	3	2	.....	.....	1	22 50
54 E. Winnifred Walker	II	400	4	2	.....	.....	1	15 00
55 W. G. Mitchell	Temp.	500	29	19	1	.....	.....	214 86
56 Mrs. J. E. Hansford	II	525	7	2	.....	.....	1	55 64
57 John Maxwell	II	600	5	2	.....	.....	1	55 06
58 Annie Willson	III	325	2	2	.....	.....	1	40 88
59 Andrew Borrowman	III	600	6	3	.....	.....	1	128 24
60 Mary A. Gervis	III	425	5	3	.....	.....	1	67 10
61 W. G. Armour	II	600	11	6	.....	.....	1	36 85
62 Wm. Burkholder	II	650	8	4	.....	.....	1	204 96
63 Samantha Chapman	II	500	4	2	.....	.....	1	28 29
64 Wm. J. Bruder	II	650	12	6	.....	1	.....	93 78
65 C. A. Moore	II	550	4	2	.....	.....	1	22 60
66 John M. Bell	II	700	15	10	.....	1	.....	69 96
67 Joseph Stalker	II	700	27	18	1	.....	.....	55 00
68 H. M. Leppard	III	500	5	3	.....	1	.....	25 00
69 J. Leggett	II	500	6	4	.....	1	.....	25 00
70 W. G. Beaton	III	500	5	4	.....	1	.....	25 00
71 A. F. Johns	II	525	6	3	.....	1	.....	25 00
72 Ralph Langdon	II	500	4	3	.....	.....	1	20 00
73 Hanna McKee	I	500	5	3	.....	.....	1	20 00
74 Thos. W. Forsyth	II	500	5	2	.....	.....	1	25 00
75 Elsie M. Allan	II	475	3	2	.....	.....	1	18 10
76 Wm. McKay	II	650	11	6	.....	1	.....	96 80
77 Frederick Ross	II	490	2	2	.....	.....	1	22 00
78 Harry R. Long	II	500	16	10	.....	.....	1	24 20
79 Flora McLeod	II	435	9	6	.....	.....	1	21 80
80 Claire M. Augustine	II	500	6	3	.....	.....	1	22 50
81 Alex. McLeod	II	550	6	4	.....	.....	1	26 60
82 Geo. Baird, Sr.	I	500	6	4	.....	.....	1	22 50
83 Wm. J. Tough	II	400	4	3	.....	.....	1	14 50
84 Annie E. Consitt	II	475	4	2	.....	.....	1	18 35
85 Wm. H. Johnston	II	575	7	3	.....	.....	1	35 50
86 Claude Bluett	II	650	23	17	1	.....	.....	80 52
87 Geo. W. Shore	II	500	6	3	.....	.....	1	20 00
88 Wm. C. McGregor	III	500	5	3	.....	.....	1	21 50
89 Beatrice E. Anderson	I	500	6	2	.....	.....	1	22 44
90 Kate McKinlay	II	500	7	4	.....	.....	1	22 30
91 Bessie Devereux	II	450	6	3	.....	.....	1	19 00
92 Phyllis Reycraft	III	450	4	3	.....	.....	1	24 20
93 Clara Warner	III	500	2	2	.....	.....	1	21 70
94 E. Scott Stephenson	II	674	5	4	.....	.....	1	47 40

Inspectorate.		Name of School.	Post Office.
Kent, East.—*Continued*	95	12 Harwich	New Scotland
	96	13½ "	Rondeau
	97	16 "	Kent Bridge
	98	1 Howard	Morpeth
	99	2 "	Morpeth
	100	3 "	Morpeth
	101	7 "	Ridgetown
	102	11 "	Ridgetown
	103	12 "	Thamesville
	104	13 "	Thamesville
	105	14 "	Thamesville
	106	3 and 4 Orford	Duart
	107	9 "	Muirkirk
	108	12 "	Thamesville
	109	4 Camden	Wabash
	110	5 "	Croton
	111	6 "	Dresden
	112	7 "	Wabash
	113	8 "	Kent Bridge
	114	11 "	Croton
	115	5 Zone	Bothwell
Kent, West	116	U. 4 Romney	Wheatley
	117	11 Dover	Dover Centre
	118	U. 3 Raleigh	Cedar Springs
	119	7 Raleigh	South Buxton
	120	3 S. Tilbury E	Stewart
Lambton, East	121	Arkona	Arkona
Lambton, West	122	11 Moore	Brigden
	123	Courtright	Courtright
	124	6 Sombra	Port Lambton
	125	7 Sombra	Sombra
Lanark	126	12 Bathurst	Fallbrook
	127	11 Ramsay	Appleton
Leeds and Grenville No. 1	128	Newboro'	Newboro'
	129	5 South Crosby	Elgin
	130	9 Leeds and Lansdowne F	Lansdowne
Leeds and Grenville No. 2	131	4 Front and Yonge	Mallorytown
	132	11 Kitley	Toledo
	133	7 Wolford	Easton's Corners
	134	17 Elizabethtown	North Augusta
Leeds and Grenville No. 3	135	Cardinal	Cardinal
	136	1 and 5 Oxford	Burritt's Rapids
Lennox and Addington	137	13 Ernesttown	Odessa
Lincoln	138	1 Clinton and 2 Louth	Jordan Harbor
	139	6 Clinton	Campden
	140	11 Gainsboro.	Wellandport

CLASSES, 1907-8—*Continued.*

Teachers.			Pupils.		Grade of Fifth Class.			
Name of Principal and Degree.	Professional Certificate.	Annual Salary 1908.	No. of Pupils.	Average daily attendance.	A	B	C	Government Grant.
		$						$ c.
95 Frances Smith	II	525	3	3			1	26 70
96 Lizzie Noack	II	500	4	3			1	27 79
97 Lina McNeill	II	400	3	2			1	22 00
98 Emma Bottoms	II	450	3	2			1	9 82
99 Geo. Cromie	I	500	4	3			1	25 65
100 Eliza Smith	II	475	4	3			1	24 50
101 Blanche Marshall	III	475	2	2			1	18 90
102 Geo. M. Smith	III	400	4	4			1	18 40
103 Frank Fletcher	III	550	2	2			1	29 32
104 Jas. Newkirk	II	600	3	3			1	30 35
105 Annie Hutchison	III	450	4	2			1	21 45
106 John Boland	II	500	4	4			1	21 65
107 Florence Whiting	II	450	3	2			1	21 20
108 Irene Wood	II	400	3	3			1	17 55
109 Cora Tiffin	III	410	4	3			1	19 51
110 Barbara Elliott	III	425	4	2			1	19 00
111 Mary Deacon	III	450	2	2			1	19 05
112 Mrs. P. Minshall	II	400	4	3			1	19 60
113 Fred. J. Dobson	II	500	9	9			1	27 05
114 Edna Tiffin	II	412	3	3			1	19 30
115 Roy Tyrrell	III	450	2	2			1	20 80
116 W. C. Dainty	II	600	15	9	1			66 84
117 Dora McKarrell	II	525	5	4			1	24 10
118 Jessie Ferguson	II	500	3	3			1	20 75
119 Cassie Hill	II	500	7	5			1	25 80
120 Roger Hutchison	III	500	6	4			1	26 92
121 Benj. Parker	II	550	7	4	1			79 48
122 Wm. E. Jarrott	II	625	16	8		1		40 90
123 A. T. Batstone	III	525	16	10		1		45 05
124 D. D. Thomson	II	500	4	2			1	24 10
125 Miss N. M. Dahl	I	550	5	4		1		33 37
126 Mrs. E. J. Foley	II	450	4	3			1	21 70
127 Ida Paul	II	500	3	2			1	27 30
128 W. H. Black	II	600	3	2			1	67 00
129 N. Edgar	II	450	3	2			1	24 50
130 E. Taggart	II	500	2	2			1	30 50
131 Jennie Page	II	450	6	4			1	22 50
132 Vina C. Cauley	II	450	2	2			1	21 35
133 Geo. W. Harris	III	450	6	4			1	22 50
134 Mrs. G. Checkley	II	325	3	3			1	15 50
135 Geo. E. Scott	II	700	10	6		1		101 55
136 W. J. McLachlan	II	475	3	2			1	25 50
137 Dorothy Wilson	II	475	11	7		1		55 74
138 Harvey Gayman	II	600	13	6		1		36 75
139 Laura Houser	II	425	6	4			1	31 22
140 Frank Mittlefehldt	II	550	7	6			1	26 80

FIFTH

Inspectorate.		Name of School.	Post Office.
Manitoulin, etc	141	Little Current	Little Current
	142	1 Balfour	Chelmsford
	143	1 Chapleau	Chapleau
	144	4 Gordon and Allan	Gore Bay
	145	1 Hilton	Marksville
	146	1 St. Joseph	Richard's Landing
	147	4 St. Joseph	Harmony
Middlesex, East	148	5 Biddulph	Granton
	149	4 Delaware	Howlett
	150	12 Dorchester North	Mossley
	151	9 & 14 " "	Avon
	152	9 & 19 " "	Derwent
	153	3 & 10 London	Maple Grove
	154	6 "	Bryanston
	155	17 "	Hyde Park
	156	5 Westminster	Byron
	157	10 "	Hubrey
	158	14 "	Glanworth
	159	16 "	Scottsville
Middlesex, West	160	U 16 Caradoc and Ekfrid	Melbourne
	161	15 Caradoc	Mt. Brydges
	162	1 Lobo	Komoka
	163	8 Caradoc	Cairngorm
	164	4 Ekfrid	Ekfrid
	165	U S "	Alliance
	166	11 "	Middlemiss
	167	2 Lobo	Komoka
	168	5 "	Ivan
	169	7 "	Vanneck
	170	8 "	Ferguson
	171	10 "	Poplar Hill
Norfolk	172	Delhi	Delhi
Ontario, North	173	Cannington	Cannington
	174	Beaverton	Beaverton
	175	2 Thorah	Beaverton
Oxford	176	5 E. Nissouri	Thamesford
	177	11 Blenheim	Drumbo
	178	10 E. Zorra	Innerkip
	179	5 Dereham	Mt. Elgin
	180	Embro	Embro
	181	3 N. Norwich	Burgessville
	182	12 Dereham	Brownsville
Parry Sound, West	183	Sundridge	Sundridge
	184	U 1 Chapman	Magnetawan
Perth	185	Milverton	Milverton
	186	U 11 Blanshard	Kirkton
	187	6 Downie	Stratford
	188	6 Elma	Donegal

CLASSES, 1907-8.—*Continued.*

Name of Principal and Degree.	Teachers. Professional Certificate.	Annual Salary, 1908.	Pupils. No. of Pupils.	Pupils. Average daily attendance.	Grade of Fifth Class. A	B	C	Government Grant.
		$						$ c.
141 John Young	II	750	13	8	1			268 42
142 A. M. Murday	III	325	4	3			1	21 20
143 Samuel Acheson	II	900	11	6		1		192 00
144 Milton J. Nelles	Dist.	425	6	5			1	40 00
145 Katherine Wallace	II	450	3	2			1	32 50
146 Florence Hay	Dist.	425	4	2			1	30 00
147 Amy F. Neepham	Dist.	375	4	3			1	26 20
148 Lillian Langford	III	400	7	5			1	16 69
149 Eva M. Webster	II	450	5	4			1	20 08
150 Livey Kadey	II	475	4	2			1	18 50
151 Sylvester R. Curtin	III	500	9	4			1	22 11
152 Marion Porteous	II	500	5	3			1	22 33
153 Holly O. Martin	I	500	3	2			1	19 16
154 Bella McColl	II	500	3	2			1	20 00
155 Blanche Shepherd	II	500	7	3			1	22 31
156 Winnifred Coombs	II	500	5	3			1	21 95
157 Mary McChesney	II	500	5	3			1	21 78
158 Edna Guy	III	375	5	3			1	15 60
159 Meda Sutton	III	400	4	2			1	18 25
160 W. G. Robinson	II	600	20	15	1			64 96
161 Louisa Tuck	II	450	4	2		1		24 08
162 L. G. McAndless	I Int.	525	2	2		1		26 07
163 Allan L. McDougall	II	525	3	2			1	22 51
164 John A. McDougall	III	525	5	4			1	20 60
165 Effie McEachran	I	500	5	3			1	24 50
166 Pearl Baker	III	450	5	2			1	18 75
167 Lillie G. McGugan	III	500	4	3			1	20 35
168 Jas. A. Brewls	II	500	5	3			1	20 00
169 C. C. Thomas	III	400	5	3			1	17 50
170 Flora E. MacArthur	II	500	4	2			1	20 85
171 Chas. E. Johnson	II	525	4	3			1	21 91
172 John F. Baugh	II	700	20	12			1	101 91
173 J. M. Wilson	II	700	29	20		1		114 66
174 J. F. Givens	II	800	13	8		1		135 37
175 Mary Calder	II	450	3	2			1	28 77
176 J. A. Macdonald	I	600	11	7		1		39 01
177 F. O. McMahon, B.A.	II	650	17	11		1		74 23
178 F. A. McEwen	I Int.	625	19	13		1		38 07
179 Mary E. Morrison	I	600	13	8		1		40 39
180 H. E. Fair	II	650	12	9		1		70 15
181 P. H. Hendershott	II	600	10	6			1	40 00
182 H. C. Branion	II	650	9	7			1	47 56
183 Margaret Gardiner	II	500	4	3			1	88 60
184 B. Cryderman	III	525	6	1			1	20 40
185 J. F. Curtis	II	600	13	7		1		74 81
186 T. W. Walker	II	550	4	2			1	22 84
187 Amy E. McKowan	II	462	5	3			1	21 79
188 J. E. Belfry	II	600	3	2			1	25 70

Inspectorate.		Name of School.	Post Office.
Perth.—*Continued*	189	3 Fullarton	Fullarton
	190	3 Logan	Brodhagen
Peterborough	191	Lakefield	Lakefield
	192	3 Otonabee	Indian River
	193	2 Smith	Fowler's Corners
Prescott and Russell	194	2 Russell	Russell
	195	10 N. Plantagenet	Pendleton
Prince Edward	196	Bloomfield	Bloomfield
	197	Wellington	Wellington
	198	11 Ameliasburg	Mountain View
Renfrew	199	Eganville	Eganville
	200	7 Westmeath	Westmeath
	201	2 "	Westmeath
	202	6 Ross	Forester's Falls
	203	4 "	Haley's Station
Simcoe, North	204	3 Nottawasaga	Duntroon
	205	14 "	Avening
	206	11 Vespra and 14 Flos	Anten Mills
	207	8 " 4 "	Apto
Simcoe, East	208	12 Tay	Waubaushene
	209	13 "	Victoria Harbour
	210	2 Oro	Crown Hill
	211	4 "	Craighurst
	212	5 "	Jarratts
	213	13 "	Hawkestone
Simcoe, South-west	214	10 Gwillimbury W	Newton Robinson
	215	5 Tossorontio	Lisle
	216	10 Essa	Angus
	217	7 Innisfil	Churchill
	218	6 Essa	Thornton
	219	4 Adjala	Loretto
	220	8 "	Achill
	221	3 Sunnidale	Brentwood
	222	7 Tecumseth	Beeton
	223	11 "	Bond Head
	224	6 Sunnidale	New Lowell
	225	8 "	Sunnidale Corners
	226	19 Tecumseth	Beeton
Stormont	227	4 Osnabruck	Aultsville
Thunder Bay and Rainy River	228	Rainy River	Rainy River
	229	5 Lash	Emo
	230	1 Schreiber	Schreiber
Victoria, East	231	Bobcaygeon	Bobcaygeon
Victoria, West	232	Woodville	Woodville

CLASSES, 1907-8.—*Continued.*

	Name of Principal and Degree.	Teachers. Professional Certificate.	Teachers. Annual Salary, 1908.	Pupils. No. of Pupils.	Pupils. Average daily attendance.	Grade of Fifth Class. A	Grade of Fifth Class. B	Grade of Fifth Class. C	Government Grant.
			$						$ c.
189	H. B. McClellan	II	600	6	4	.....	.....	1	24 45
190	Della Mitchell	III	500	3	2	.....	.....	1	17 56
191	Geo. E. Armour	I	750	14	9	.....	1	.....	117 95
192	Rose A. Spence	III	425	4	2	.....	.....	1	15 60
193	Ada Elmhurst	II	410	5	2	.....	.....	1	15 25
194	Hector Kennedy	II	575	12	9	.....	1	.....	33 08
195	N. G. Ross	II	400	6	3	.....	1	.....	29 19
196	F. B. Clarke	I	700	14	9	.....	1	.....	99 53
197	C. J. Tulley	III	650	10	6	.....	1	.....	67 85
198	J. M. Roote	II	700	15	12	.....	.....	1	58 60
199	D. R. Harrison	II	650	27	20	1	.....	.....	111 40
200	Jas. S. Wilson	II	500	9	6	.....	1	.....	35 87
201	Elmer Ward	II	600	5	4	1	.....	.....	52 57
202	Anna E. Brown	III	415	5	2	.....	1	.....	30 92
203	Amelia McEwen	II	425	4	2	.....	.....	1	16 30
204	Flora Ovens	III	460	5	2	.....	.....	1	23 40
205	Geo. Sutherland	II	525	5	3	.....	.....	1	29 93
206	Mary Kelly	II	450	4	3	.....	.....	1	23 29
207	Catherine Donnelly	II	425	5	3	.....	.....	1	22 90
208	M. F. Ames	II	650	3	2	.....	1	.....	60 00
209	A. Kinewassu	II	650	9	6	.....	1	.....	45 00
210	Miss J. Linkwater	I	500	5	4	.....	1	.....	25 00
211	Miss V. Craig	I	400	3	2	.....	.....	1	15 00
212	T. Keenan	I	400	7	4	.....	.....	1	15 00
213	Alex. Reid	II	525	3	2	.....	.....	1	21 25
214	Walter Steele	III	600	12	9	1	.....	.....	49 60
215	Geo. Wilson	II	600	12	8	1	.....	.....	38 20
216	Jno. H. Burkholder	II	550	7	5	1	.....	.....	41 35
217	Elizabeth McCague	III	500	9	5	1	.....	.....	38 60
218	Richard Stewart	III	475	8	5	1	.....	.....	38 85
219	Nellie M. Murphy	III	400	8	4	.....	1	.....	22 95
220	Annie Crowe	II	425	5	3	.....	1	.....	24 70
221	Wm. S. Walkam	II	600	6	4	.....	1	.....	41 40
222	Edith McDermott	III	450	5	3	.....	1	.....	27 85
223	Norman Houghton	III	500	4	3	.....	1	.....	32 90
224	Erle McDermid	III	450	3	2	.....	.....	1	27 65
225	May Macdonald	III	380	3	2	.....	.....	1	17 95
226	Wm. E. Jones	III	425	4	2	.....	.....	1	24 75
227	B. Cryderman	III	450	5	2	.....	.....	1	22 70
228	Howard A. Evarts, B.A.	I	1,000	5	2	.....	.....	1	308 50
229	Thomas Scott	II	700	9	4	.....	.....	1	115 76
230	Geo. A. Evans	III	750	12	8	.....	.....	1	156 44
231	J. M. Simpson	II	700	30	20	1	.....	.....	116 74
232	Alex. Good	II	550	6	3	.....	.....	1	53 50

Inspectorate.		Name of School.	Post Office.
Welland	233	11 Bertie	Ridgeway
	234	Bridgeburg	Bridgeburg
Wellington, North	235	2 Peel	Glen Allan
	236	16 "	Stirton
	237	Clifford	Clifford
Wellington, South	238	*Drayton	Drayton
	239	5 Erin	Coningsby
	240	6 "	Hillsburg
	241	9 "	Mimosa
	242	4 Puslinch	Aberfoyle
	243	7 W. Garafraxa	Belwood
	244	2 Eramosa	Eramosa
	245	4½ "	Oustic
	246	6 West Garafraxa	Belwood
Wentworth	247	5 Ancaster	Ancaster
	248	11 "	Carluke
	249	3 Barton	Chedope
	250	9 Beverly	Sheffield
	251	9 Flamboro' West	Strabane
	252	3 Saltfleet	Stony Creek
	253	4 "	Stony Creek
York, North	254	Sutton	Sutton West
	255	2 King	King
	256	6 Vaughan	Maple
	257	5 E. Gwillimbury	Queensville
	258	19 King	Nobleton
	259	3 Georgina	Vachell
	260	2 N. Gwillimbury	Keswick
	261	4 N. "	Belhaven
	262	4 King	Strange
	263	11 "	Kettleby
	264	22 "	Eversley
	265	23 "	King
	266	10 Whitchurch	Bloomington
	267	5 Vaughan	Hope
	268	18 "	Nashville
	269	Woodbridge	Woodbridge
York, South	270	Stouffville	Stouffville
R. C. Separate Schools	271	Wallaceburg	Wallaceburg
	272	Tilbury	Tilbury
	273	Mattawa	Mattawa
	274	Chesterville	Chesterville
	275	6 Emily	Downeyville
	276	16 Cornwall	St. Andrews
	277	15 Gloucester	Orleans
	278	6 Stephen & McGillivray	Mt. Carmel
Totals			

* Half year Fifth Class and half year Continuation School.

NOTE.—Fifth Classes in this table which became Continuation Schools before the end of 1908, or had at least one teacher who devoted his whole time to the class, appear also in the

CLASSES, 1907-8. *Concluded*

Teachers.			Pupils.		Grade of Fifth Class.			
Name of Principal and Degree.	Professional Certificate.	Annual Salary 1908.	No. of Pupils.	Average daily attendance.	A	B	C	Government Grant.
		$						$ c.
233 Frank T. Harry	II	700	6	5	.....	1	.....	78 31
234 Chas. E. Hansel	II	900	27	20	.....	1	.....	136 51
235 Geo. C. Scott	III	525	7	5	.....	.....	1	37 13
236 Wm. E. Harrison	III	425	2	2	.....	.....	1	24 60
237 D. MacKenzie	II	615	5	4	.....	.....	1	57 12
238 John. W. Yake	I	900	†	.....	1	.....	.....	92 50
239 Sara E. Thomson	II	475	4	2	.....	.....	1	26 65
240 Wm. H. Law	II	500	4	2	.....	.....	1	20 00
241 Edgar McKinnon	III	450	4	2	.....	.....	1	26 65
242 Gilbert McEachern	II	520	4	2	.....	.....	1	21 30
243 W. L. Elvidge	II	750	12	8	.....	1	.....	67 50
244 James S. Wilson	III	575	9	8	.....	.....	1	22 10
245 Ida Card	I	450	11	7	.....	.....	1	17 50
246 John Knox	III	525	5	2	.....	.....	1	29 80
247 Isaiah B. Barclay	II	600	8	3	.....	1	.....	51 40
248 Geo. W. Clark	II	550	9	7	.....	1	.....	41 01
249 Edith F. Dunlop	II	450	8	6	.....	1	.....	38 45
250 Wm. B. Johnston	II	575	5	3	.....	.....	1	33 35
251 Mrs. Mary E. Goff	II	500	5	2	.....	1	.....	33 93
252 Ethel B. Walker	I	550	15	8	1	.....	.....	61 71
253 Ida H. Little	II	450	6	2	.....	1	.....	31 72
254 Robert Ingram	II	550	5	3	1	.....	.....	51 25
255 Grover S. Lloyd	III	550	10	6	1	.....	.....	31 25
256 Jno. G. McDonald	II	550	8	6	1	.....	.....	31 85
257 John T. Power	II	475	6	3	.....	1	.....	23 10
258 Geo. Henry	II	525	6	3	.....	1	.....	25 60
259 Oscar Hurst	III	475	4	3	.....	.....	1	18 10
260 Margt. Kennedy	II	475	3	2	.....	.....	1	18 10
261 Agnes E. Tully	II	450	3	2	.....	.....	1	17 50
262 Alex. Firth	II	600	5	3	.....	.....	1	23 75
263 Jas. T. Jenkins	III	525	3	2	.....	.....	1	20 00
264 Mabel M. Walker	III	400	3	2	.....	.....	1	15 00
265 Walter Rolling	II	525	2	2	.....	.....	1	19 35
266 Nellie S. Moore	III	400	2	2	.....	.....	1	15 00
267 Clarence Monkman	III	490	3	2	.....	.....	1	18 50
268 Annie McClure	II	450	5	3	.....	.....	1	17 50
269 Florence Bowes	III	500	†	.....	1	.....	.....	35 00
270 James Hand	II	700	5	2	.....	.....	1	97 50
271 Mother M. Genevieve	Temp.	250	13	10	.....	1	.....	41 52
272 Mother M. Gertrude	II	300	14	12	.....	1	.....	45 33
273 Wm. J. O'Brien	II	700	10	8	.....	1	.....	236 40
274 Sr. M. Francis Xavier	II	450	5	3	.....	.....	1	31 60
275 Katie Guiry	II	450	10	7	.....	.....	1	16 25
276 Sr. St. Catharine	II	450	6	4	.....	.....	1	17 50
277 Miss Sauvé	Temp.	250	7	6	.....	.....	1	24 32
278 Nellie McAsey	II	475	4	3	.....	.....	1	24 38
.....	.....	‡519	1,869	1,197	28	64	186	11,750 45

† Attendance given in Continuation School report. ‡ Average salary.

Continuation School report, pages 106-117. There are duplications of 13 schools, of an enrolment of 359 pupils, and of a Government grant of $1,153.59 in the two tables.

APPENDIX G.—REPORT OF THE INSPECTOR OF CONTINUATION SCHOOLS.

To the Honourable R. A. Pyne, M.D., LL.D.,
Minister of Education of the Province of Ontario.
Education Department, Toronto, Ontario.

Honourable Sir,—I have the honour to submit herewith my report on the Continuation Schools of the Province of Ontario for the year ending December 31st, 1908.

Owing to the punctuality and accuracy of the Principals of the schools in sending in their annual statements it has been possible to include in the appended table of statistics the actual figures for each school up to the close of the present year.

The few Fifth Classes in which the teacher devotes whole time to Continuation work are also included in this report.

I have the honour to be,
Sir,
Your obedient servant,
R. H. COWLEY.

Toronto, Dec. 22nd, 1908.

REPORT OF THE INSPECTOR, 1908.

At the late session of the Legislature the Continuation Classes were reorganized as Continuation Schools and Fifth Classes, and by subsequent regulation it was provided that Fifth Classes taking up the same work as Continuation Schools shall be similarly inspected. Accordingly the statistics of four such Fifth Classes are included in this report.

Present Status of Continuation Schools.

Public interest in these schools has kept pace with their growth. Inquiries as to their scope, conditions of establishment, grants toward maintenance, and the success that has attended them are multiplying from all parts of the Province. It will therefore be timely to here give a brief survey of the field they are aiming to occupy and their relations to it.

Course of Work. Continuation Schools, as the name implies, continue the course of study beyond the ordinary limits of public school work. As in the case of the high schools, they prepare pupils for the Normal School Entrance examination and for Matriculation into the Universities, in addition to providing the basis of a good general education including the usual English subjects, Mathematics, the Sciences, Art, Book-keeping, Latin, French, etc.

How established. Subject to the Regulations of the Education Department the trustees of any school section in which there is no high school may

establish a Continuation School in connection with the public school over which they have jurisdiction. The teacher of such Continuation School must hold at least a Permanent First-Class certificate for Ontario and must give his whole time to the instruction of pupils who have passed the high school entrance examination or have been otherwise duly admitted under the Regulations.

The Trustees of two or more sections not situated in a high school district may, by mutual agreement, also conduct a Continuation School in one of their schools for the common use of all the sections concerned.

Maintenance. The maintenance of Continuation Schools thus far has been derived almost entirely from Government Grants, County Grants, Township Grants and fees charged pupils. Other sources of revenue have been, in some cases, private subscriptions by patrons of the school, special grants from County Councils, public entertainments, and to a very limited extent levy on the school section in which the school is situated. The latter is not a popular, nor is it considered an equitable method of implementing the funds for maintenance of a Continuation School owing to the fact that so many outside pupils enjoy the benefits of the school.

As yet Continuation Schools have not the power, as in case of high schools, to levy on the district from which their attendance comes, nor does the County pay for maintenance of County pupils. But, as in case of high schools, the county is required to give a grant at least equal to that received from Government, while about one-third of the counties now voluntarily give liberal grants in addition to those prescribed by statute.

Basis of grants. The annual grants given by government, in case of a school where one properly qualified teacher gives whole time to the Continuation School are on the following basis:—(*a*) a fixed grant of $100.00; (*b*) a grant of twenty-five per cent. of the excess of the teacher's salary over $400, the maximum grant being $150.00; (*c*) a grant of ten per cent. of the approved value of the equipment, the maximum value recognized being—for Library $300.00; for Scientific apparatus $300.00; for Maps, Charts, etc., $50.00; for Drawing Models, Art supplies, etc., $50.00; (*d*) a grant on accommodations, maximum value $15; (*e*) a grant on the grade of the teacher's certificate of $40.00 where, in addition to a permanent First-Class Certificate the teacher holds the qualification of a High School Specialist or a degree in Arts from a British university with at least Second Class Honours in a department recognized by the Minister of Education; a grant of $20.00 where in addition to a Permanent First Class Certificate the teacher holds a degree in Arts from a British University.

The township grant referred to above is paid only to Continuation Schools in rural sections and amounts to $300.00 for Principal and $200 for each assistant teacher giving whole time to Continuation School.

Present results. The success of the high schools is popularly measured by the success of the candidates sent up to the Normal School Entrance and the University Matriculation Examinations. The success of the Continuation Schools will be popularly measured in the same way.

Recent figures show that of the thirty thousand pupils now attending the high schools of the Province, over ninety per cent. got no farther than the Middle School or, in other words, no farther than the course of work covered in the Continuation Schools. To put the matter in another way, the Continuation Schools are providing for the pupils of the rural districts a

sufficient high school education to pass them into either a Normal School or a University.

The examination statistics for the present year show that already the Continuation Schools are here meeting with comparatively good success. A total number of 3,328 candidates wrote at the Normal School Examination, from all the schools of the Province, last July. Of these candidates 1,810 or 54 per cent. were successful; and of the successful candidates 683 or 37 per cent. passed with honours. The total number of candidates from Continuation Schools was 564; of these 271 or 48 per cent. were successful, and 76 of the latter or 28 per cent. passed with honours. The Continuation Schools also sent up 198 candidates to the University Matriculation Examination, passing 109 candidates or 55 per cent.

Signs of Growth.

There is no lack of evidence that the Continuation Schools are appreciated by the people of the rural districts and that with fair opportunity they are bound to become a conspicuous feature in the school system of the Province.

Attendance. In 1906 there were 3,993 pupils enrolled. In 1907 the attendance rose to 4,744,—an increase of 19 per cent. At present the attendance numbers 5,317 or an increase of 33 per cent. over 1906.

Number of Schools. In 1906 there were in all 91 Continuation Schools; in 1907 there were 107,—an increase of 17 per cent.; and in 1908 the number of schools is 120, an increase of 32 per cent. over 1906.

Number of teachers. Similarly the number of teachers giving whole time to the work is for 1906—117, for 1907— 140, and for 1908—162, an increase since 1906 of 40 per cent. The number of teachers has thus more than kept pace with the growth in attendance, since in 1906, there were 34 pupils per teacher, last year 33 pupils per teacher, and during the year just closed 32 pupils per teacher, according to enrolment, while on the basis of average attendance the number of pupils would be about ten lower in each case.

Salaries. Another sign of interest is the steady increase in salaries, the averages for Principals, during the given period, being $662, $719, and $758 respectively, and, for assistants, $467, $529, $556. The average increase since 1906 amounts to $96 in the case of Principals and $89 in the case of assistants.

Equipment. Very satisfactory progress has been made in the improvement of the equipment, as seen in the total values for the three years, as follows:—$17,203, $26,345, and $39,275, representing an increase of 128 per cent. since 1906. The average equipment is thus $327 per school or nearly up to the minimum standard recently prescribed.

Field of service. That the Continuation School is not merely an institution local to the section in which it is conducted may be seen by reference to the large proportion of non-resident pupils in attendance. In 1906 the 91 Continuation Schools were attended by pupils from 660 school sections, in 1907 the pupils in attendance at the 107 schools represented 760 sections, while the attendance at the 120 Continuation Schools of the current year came from 890 sections. Thus each Continuation School, on the average, is attended by pupils from seven school sections.

Public appreciation. All the facts of their growth indicate that the Continuation Schools are adaptable to meet the demands of the rural districts for secondary education, while the experience of the past two years as clearly suggests that the people appreciate these schools and are prepared to go as far as may be necessary to place them on a substantial basis. At least on any other hypothesis it would be difficult to explain the increase in two years of 33 per cent. in the attendance, 40 per cent. in the number of teachers employed, 32 per cent. in the number of schools, 128 per cent. in the value of equipment, 34 per cent. in the number of school sections sending pupils.

Pertinent in this connection is the following resolution passed at the annual meeting of the Dominion Grange held in the City of Toronto last month:—

"The introduction of Continuation Class work in our public schools is to be commended, and we think should be improved and extended to meet the requirements of a good education for any young person not desiring to enter the professional arena. The introduction of tuition in agriculture is also to be commended, and if wisely conducted and liberally supported ought to bring beneficial results to agriculturists and the Province generally."

These representatives of the farming community approve of Continuation Schools as a means of better education for the rural districts. They approve of extending these schools. They approve of adapting the course of work to the needs of the rural population.

Complementary Institutions.

It is not at all necessary to maintain that these schools can do the work of the high schools as well as the high schools are doing it. The high schools have stood for the centralization of secondary education. In the past forty years their numbers have increased at the rate of one high school per year. In 1867 there were 103 high schools in the Province; in 1892, twenty-five years later, they numbered 128; in 1906, fourteen years later still, the number had risen to only 142 schools in all.

According to their constitution the high schools are the rather adapted to the urban communities, and while they have been a great advantage to the small proportion of country pupils who have been in a position to attend them, they cannot in the nature of things be sown broadcast throughout the country at present.

On the other hand the Continuation School is regarded as a practical and suitable agency for the diffusion of secondary education. Its educational advantages are not superior, probably not equal to those of the high school, but they certainly afford the rural pupil a fair opportunity to forge to the front. It is possible for a group of four or five school sections to maintain a good Continuation School, and thus overcome the geographical argument so long the stumbling block in the way of high school extension.

Legislation Needed.

The interest thus far taken in these schools by the Department of Education has been responsive rather than constructive. A considerable increase has been made in the Government grants, but as yet these grants are barely on as liberal a scale as that of the smaller high schools. Special Depart-

mental inspection has been provided, but the expenditure on this account cannot long be so fully justified if the consequent obligation to organize these schools on a permanent basis remain unfulfilled.

Urban advantages. The High Schools Act has long afforded to the cities and towns a very substantial and easily available means of secondary education. But it still remains to provide a parallel opportunity for the farming community. A modern high school would require for its support a rural district as large as a township and this would involve the taxation of many who could not reap the advantage. This is, perhaps, the chief reason why the high schools have remained urban institutions.

The rural problem. In the Continuation School may be found the solution of the problem of rural education; but as yet the Continuation School is on too voluntary and indefinite a basis to develop the strength and permanency of a real institution. It lacks three cardinal features that have given the high schools a place of influence in our school system, viz.:—A special board of management, a definite district for support, and provision for maintenance of county pupils.

A crisis in the history of the Continuation Schools is already at hand. The attendance at many of them has so increased that additional accommodation and an addition to the teaching staff has become a pressing necessity. In many cases the rural section supporting the continuation school is not in a financial position to provide these additions. If it were able to make such provision, it would hardly be an equitable burden to impose on a single section when the facts of the case show that, on the average, at least six other sections are enjoying a share of the advantage.

Scarcity of teachers. The general scarcity of qualified teachers and the resulting rise in salaries has created another serious obstacle. In their present circumstances a considerable number of the one-teacher Continuation Schools cannot pay a sufficient salary to secure a competent teacher, with any assurance of that degree of permanency so essential to preserving the school in an efficient condition from year to year.

Approved schools. To give the one-teacher schools a fair chance to become approved schools they must be placed in the position to provide, where the attendance warrants it, a well qualified staff of two teachers. The seriousness of the situation from this standpoint is accentuated by the fact that only one-third of the Continuation Schools have a staff of more than one teacher.

Equality of opportunity. If educational opportunities are not to become educational privileges for the more fortunately situated communities, then steps should be taken to generalize these opportunities. A system of high schools that has given us on the average only one additional high school per year for the past forty years, good as it has been for the cities and towns, is manifestly unfitted to serve widely enough the agricultural districts.

The voice of the people. The Continuation Schools are supplementing, not supplanting the high schools. Their popularity suggests that the people of the rural districts, those who lead the opinion of the rural districts, are ready to welcome an elastic system of secondary schools so devised as to be easily adaptable and extensible in all parts of the Province. Among counties now giving extra and voluntary aid to their Continuation Schools are Bruce, Carleton, Dufferin, Dundas, Elgin, Essex, Huron, Grenville, Leeds, Middlesex, Stormont, Welland.

Insufficiency of the Elementary School.

The history of our elementary schools proves that elementary education has not within itself the power to sustain itself on a high level of efficiency. The multiplication of regulations and the increase of grants from period to period may be interpreted fairly as so many attempts, on the one hand to restrain from neglect, and on the other hand to encourage toward the discharge of duties that the people would freely perform were a higher standard of education more widely diffused.

Time to Advance. The education of the elementary school does not go so far as to develop within the pupil a conviction as to the value of education, and chiefly because elementary education stops at a comparatively immature age. It should therefore be a chief end of educational statesmanship to diffuse the opportunities for secondary education among all the people. As soon as a considerable proportion of the youth of our rural districts can continue their education till they are on the verge of manhood and womanhood so soon may a great and influential force be developed locally to sustain rural schools on a high level of efficiency apart from considerations of departmental encouragement or restraint.

A constructive step. The creation of Faculties of Education at two of the Universities may prove to be the most important constructive step that has been taken in connection with the school system for many years. It should produce larger numbers of the best type of teachers. But the only way that the rural districts can reap direct advantage from the Faculties of Education is by possessing schools that will attract graduates of these Faculties.

A Consistent Policy.

The policy of aiding rural education in an equitable way, to which the government of the day is committed, involves the obligation to place it on as efficient a plane, by the opportunities of the school law, as that occupied by the urban school system. To this end legislation is required that will place existing Continuation Schools on a permanent basis and provide facilities whereby the number of such schools may be adequately increased. Under existing conditions there are many districts in which the establishing of a Continuation School, though it would be well attended, would be a precarious or impracticable undertaking. Under existing conditions there are also well attended Continuation Schools that must soon be closed unless legislation for their maintenance on a more stable basis be enacted.

In devising a system of organization the following, among other propositions, should receive due consideration:—

1. The Continuation Schools should take their place clearly and definitely as secondary schools.

2. They should be organized in each case as a County System in which the direct interest, co-operation and supervision of the County Council and the County Inspector will be preserved.

3. A considerable number of small schools, preferably two-master schools, will meet the needs of rural education better than a few large schools.

4. The opening of new Continuation Schools and the closing of any at which the attendance has permanently lapsed should be definitely regulated.

5. A definite district for each school should be provided or, should the difficulty of doing this be too great, the county at large should provide means for the necessary buildings and maintenance.

6. If a special district be provided for each school, provision should be made for maintenance of county and non-resident pupils.

7. Where fees are charged no discrimination should be made.

8. The Continuation Schools should be placed under the management of special boards of trustees.

9. Expenditure for grounds and buildings should be placed under such competent supervision as will secure adequate facilities on the most economical basis.

10. The course of study should be carefully revised in all its relations and should be so modified as to conform to the general needs of rural life.

List of Continuation Schools arranged alphabetically according to Post Offices

Acton.
Alliston.
Alvinston.
Amherstburg, Public School.
Amherstburg, Separate School.
Ashton.
Avonmore.
Bath.
Beeton.
Belmont.
Blenheim.
Blind River.
Blyth.
Bobcaygeon.
Bolton.
Bothwell.
Bowesville.
Bracebridge.
Bruce Mines.
Brussels
Burk's Falls.
Burlington.
Bridgeburg.
Cannington.
Carp.
Chesterville.
Claremont.
Cobden
Coldwater.
Comber.
Cookstown.
Crediton.
Creemore.
Cumming's Bridge.
Drayton
Dresden.
Durham.
Eganville, Public School.
Eganville, Separate School.
Elmira.
Elmvale
Ennismore.
Erin.
Exeter.
Fenelon Falls.
Finch.
Fitzroy.
Fort Frances.
Gore Bay.
Grand Valley.
Guelph.
Hanover.
Harrow.
Havelock.
Highgate.
Huntsville.
Jarvis.
Jockvale.
Kars.
Keewatin.
Kenmore.
Kinburn.
Lakefield.
Lanark.
Little Current
Lucknow.
Malakoff.
Manotick.
Manitowaning.
Maxville.
Metcalfe.
Merrickville.
Millbrook.
Milton.
Morewood.
Mount Albert.

List of Continuation Schools.—*Concluded.*

Munster.
New Hamburg.
New Liskeard.
North Gower.
Norwich.
Odessa.
Oil Springs.
Otterville.
Paisley.
Pakenham.
Palmerston.
Parry Sound.
Plattsville.
Port Burwell.
Princeton.
Ridgeway.
Richmond.
Ripley.
Rodney.
Schomberg.
Shelburne.
Southampton.
Spencerville.
Springfield.
Stayner.
Stella.
St. George.
Stittsville.
Tavistock.
Teeswater.
Thamesville.
Thessalon.
Thornbury.
Tilbury.
Tottenham.
Tweed.
Vernon.
Wallaceburg.
Warkworth.
West Lorne.
Westport, Separate School.
Westport, Public School.
Winchester.
Woodbridge.

CONTINUATION

*Statistics for the year

Inspectorate.		Name of School.	Post Office.	Teachers. Names and Degrees of Teachers giving whole of time to Continuation School.	How many giving whole time?	Professional Certificate.	Annual rate of salary.	Total number of Pupils enrolled.	Number of Boys.	Number of Girls.
							$			
Algoma	1	Blind River	Blind River	C. S. Carter	1	I	1,000	23	9	14
	2	Bruce Mines	Bruce Mines	W. J. Osborne	1	I	800	40	16	24
	3	Thessalon	Thessalon	Jessie C. McKinnon	1	I	700	30	8	22
Brant	4	8 S. Dumfries	St. George	A. E. Green	1	I	700	31	16	15
Bruce West	5	Lucknow	Lucknow	John G. Gordon	2	I	850	69	30	39
				Frances E. McLean	..	I	575			
	6	Paisley	Paisley	Geo. B. Bell	2	I	800	60	39	21
				Edith L. Coad, B.A.	..	I	650			
	7	Southampton	Southampton	H. R. Henderson	1	I	900	32	13	19
	8	Teeswater	Teeswater	S. Wightman	1	I	900	46	25	21
	9	10 Huron	Ripley		1	I	800	20	5	15
Carleton	10	7 Goulburn	Ashton	May Peregrine	1	I	600	26	10	16
	11	3 Huntley	Carp	Ida Norton	2	I	600	58	20	38
				Maud H. Anderson	..	I	500			
	12	9 Gloucester	Cumming's Bridge	T. M. Creighton	1	I	600	15	8	7
	13	8 Fitzroy	Fitzroy Harbour	Mabel B. O'Brian	1	I	587	35	13	22
	14	10 Nepean	Jockvale	Mary T. McSweeney	1	I	600	38	12	26
	15	U. 3 North Gower	Kars	Estella R. Cragg	1	I	600	22	9	13
	16	15 Osgoode	Kenmore	Josie E. Switzer	1	I	625	36	15	21
	17	5 Fitzroy	Kinburn	Bessie R. Hull	1	I	625	26	16	10
	18	3 Marlborough	Malakoff	Effie Kirkpatrick	1	I	600	18	11	7
	19	18 Osgoode	Manotick	Geo. S. Easton	1	I	750	34	16	18
	20	11 Osgoode	Metcalfe	John R. Pickering	1	I	700	37	15	22
	21	5 Goulburn	Munster	Ethel B. Shields, B.A.	1	I	550	20	11	9
	22	6 North Gower	North Gower	Margaret E. Craig	1	I	600	40	18	22
	23	Richmond	Richmond	Agnes I. McIntosh	1	I	600	30	13	17
	24	12 Goulburn	Stittsville	Sarah E. Parr	1	I	600	31	10	21
	25	20 Osgoode	Vernon	Rebecca Stenhouse	1	I	625	24	10	14
	26	5 Gloucester	Bowesville	Margaret Allworth	1	I	600	9	2	7
Dufferin	27	Grand Valley	Grand Valley	E. A. Lloyd	1	I	750	38	11	27
	28	Shelburne	Shelburne	T. E. Langford, M.A.	2	I	950	67	23	44
				Isabel K. Smith, B.A.	..	I	600			
Dundas	29	Chesterville	Chesterville	Geo. H. Steer	1	I	1,100	50	27	23
	30	12 Winchester	Morewood	H. Loucks	2	I	1,000	54	26	28
				Maude Cole	..	I	600			
	31	Winchester	Winchester	E. J. Keenan	1	I	1,000	57	25	32
Durham	32	Millbrook	Millbrook	D. Hampton	1	II	650	44	15	29
Elgin	33	11 South Dorchester.	Belmont	D. H. McGill	1	I	800	45	20	25
	34	2 Bayham	Port Burwell	Katharine Caesar	1	I	650	16	6	10
	35	Rodney	Rodney	R. J. Sinclair	1	I	800	41	13	28
	36	Springfield	Springfield	E. O. Awde	1	I	650	27	12	15
	37	West Lorne	West Lorne	Edna Graham	1	I	800	41	19	22
Essex South	38	Amherstburg	Amherstburg	H. A. Doupe	2	I	800	39	18	21
				Annie M. Mosie	..	I	500			
	39	4 Tilbury West	Comber	Charlotte Willson B.A	2	I	600	31	9	22
				Viva Hicks	..	I	500			
	40	9 South Colchester	Harrow	K. S. Mott	1	I	675	34	16	18
Glengarry	41	Maxville	Maxville	D. A. MacDonald, B.A.	1	I	800	49	18	31
Grey East	42	Thornbury	Thornbury	Robt. H. Carbert	1	I	700	23	11	12
Grey South	43	Durham	Durham	Thos. Allan	3	I	900	102	43	59
				Donalda McKeracher B.A.	..	I	600			
				Amy I. Edge	..	I	600			
	44	Hanover	Hanover	Jas. A. Magee	2	I	925	43	14	29
				Frances A. Mawhinney	..	I	375			
Haldimand	45	10 Walpole	Jarvis	Mabel A. Buchanan	1	I	650	36	17	19
Halton	46	Milton	Milton	W. F. Inman	2	I	800	76	33	43
				Miss M. A. Campbell	..	I	650			
	47	Acton	Acton	Wm. H. Stewart	2	I	800	56	21	35
				Miss E. M. Hammond	..	I	600			
	48	Burlington	Burlington	C. S. Wynne	2	I	850	60	28	32
				Garnette Freeman	..	I	500			

*Including statistics of Fifth Classes in which one teacher devoted his whole time to Continuation School work.

SCHOOLS.

ending 31st December, 1908.

Attendance and Classification of Pupils.

	Number of Pupils from section.	Number from other sections.	Number of other sections represented.	Number of Pupils in Form I, (Lower School).	Number in Form II, (Lower School).	Number in Form III, (Middle School).	Number in Form IV, (Upper School).	Number of Pupils enrolled 1st half year.	Number enrolled 2nd half year.	Average age of latter, Sept. 1st, 1908, Form I.		Average age of latter, Sept. 1st, 1908, Form II.		Average age of latter, Sept. 1st, 1908, Form III.		Average age of latter, Sept. 1st, 1908, Form IV.		Number in all Forms preparing during year for Normal School Entrance.	Number in all Forms preparing for Matriculation.	Number of Pupils taking Agriculture or School Gardening.	Number taking Household Science.
										y.	m.	y.	m.	y.	m.	y.	m.				
1	23	.....	.....	5	7	11	....	13	10	13	7	14	...	14	3	...	...	4	1	.....	.....
2	30	10	6	7	14	19	....	26	31	14	5	15	1	16	1	...	...	27	13	.....	.....
3	24	6	5	13	8	9	....	14	16	14	10	16	5	17	6	...	...	7	3	.....	.....
4	12	19	5	14	4	13	....	24	22	15	...	14	3	16	6	...	...	10	3	.....	.....
5	37	32	14	19	18	32	....	63	69	14	6	14	4	15	3	...	...	19	1	.....	.....
6	44	16	5	25	21	14	....	42	39	15	...	15	7	16	5	...	...	41	13	.....	.....
7	32	.....	.....	17	7	8	....	20	25	14	8	15	4	17	3	...	...	4	.....	.....	.....
8	30	16	8	13	15	18	....	31	38	14	2	15	5	16	...	...	...	44	28	.....	.....
9	11	9	6	.....	10	10	....	16	20	...	...	14	...	15	...	...	...	12	8	.....	.....
10	12	14	4	12	3	11	....	16	26	13	11	16	4	15	9	...	...	23	3	.....	.....
11	37	21	7	24	14	20	....	38	48	13	9	14	11	16	2	...	...	23	9	58	.....
12	11	4	2	9	4	2	....	6	12	13	8	14	...	15	6	...	...	2	.....	.....	.....
13	17	18	5	11	12	12	....	25	26	14	8	15	...	17	10	...	...	33	2	.....	.....
14	20	18	5	21	7	10	....	25	35	14	6	15	8	18	2	...	...	38	.....	.....	.....
15	12	10	5	10	7	5	....	15	18	14	5	14	7	16	3	...	...	4	1	.....	.....
16	18	18	3	15	10	11	....	21	29	13	4	15	4	16	8	...	...	9	2	.....	.....
17	19	7	3	12	6	8	....	17	22	13	4	14	1	15	6	...	...	4	2	6	.....
18	15	3	3	8	3	7	....	14	15	12	7	13	2	15	7	...	...	15	3	.....	.....
19	10	24	10	11	10	13	....	25	27	13	7	14	4	15	7	...	...	9	4	.....	.....
20	14	23	11	12	9	16	....	24	26	13	11	14	9	16	7	...	...	36	21	.....	.....
21	11	9	4	8	5	7	....	12	16	15	...	14	...	17	...	...	...	4	5	.....	.....
22	21	19	4	17	7	16	....	28	32	14	3	15	8	16	10	...	...	40	32	.....	.....
23	26	4	3	12	8	10	....	26	23	13	8	13	6	16	6	...	...	29	.....	30	.....
24	12	19	5	20	8	3	....	22	18	13	6	14	4	15	6	...	...	30	.....	.....	.....
25	11	13	6	11	8	5	....	18	18	14	9	16	...	18	4	...	...	8	.....	.....	.....
26	8	1	1	2	4	3	....	7	9	13	...	14	...	17	...	...	...	9	.....	9	.....
27	31	7	5	24	7	7	....	26	29	13	1	14	6	16	...	...	...	15	5	.....	.....
28	36	31	16	17	24	26	....	43	52	15	2	15	11	16	6	...	...	39	24	.....	.....
29	31	19	6	17	15	18	....	38	33	13	8	14	10	16	6	...	...	36	6	.....	.....
30	17	37	20	13	15	26	....	38	35	14	3	15	2	17	1	...	...	48	2	.....	.....
31	46	11	7	19	17	21	....	40	46	14	4	15	8	17	3	...	...	14	8	.....	.....
32	39	5	5	14	15	15	....	33	32	13	5	14	4	15	5	...	...	6	6	.....	.....
33	18	27	8	23	22	.....	.....	.....	45	13	8	14	6	...	...	...	...	10	7	.....	.....
34	9	7	2	12	4	.....	.....	.....	16	14	...	15	...	...	...	...	...	...	.....	.....	.....
35	31	10	4	13	12	16	....	23	32	13	2	14	6	16	2	...	...	21	1	.....	.....
36	23	4	4	10	9	8	....	17	22	14	5	14	3	16	3	...	...	27	.....	.....	.....
37	39	2	2	15	12	14	....	31	32	13	2	14	4	15	10	...	...	14	.....	.....	.....
38	33	6	4	13	12	14	....	32	25	14	9	15	4	15	6	...	...	25	18	.....	.....
39	26	5	4	11	9	11	....	16	24	14	9	16	...	16	4	...	...	20	15	.....	.....
40	20	14	5	10	10	13	1	25	31	14	6	14	9	15	10	16	...	30	28	.....	.....
41	26	23	16	16	24	9	....	34	30	14	...	15	...	16	...	...	...	1	1	.....	.....
42	14	9	1	13	6	4	....	15	8	14	5	14	7	15	9	...	...	1	1	.....	.....
43	62	40	16	32	28	42	....	69	81	13	8	14	10	16	4	...	...	100	2	.....	.....
44	35	8	5	13	4	26	....	31	29	14	3	13	8	16	10	...	...	24	26	.....	.....
45	20	16	5	16	20	.....	....	25	23	13	1	15	4	...	...	...	...	.....	.....	.....	.....
46	60	16	11	24	14	38	....	55	54	14	...	15	...	16	...	...	...	12	10	.....	.....
47	41	15	5	16	15	25	....	44	44	13	4	14	3	15	4	...	...	9	3	.....	.....
48	46	14	3	33	14	13	....	42	18	13	2	14	7	16	3	...	...	40	20	.....	.....

CONTINUATION

Statistics for the year

Name of School.	Examination Results.						Destination of Pupils.						Occupation of Parents.				
	Candidates for Normal School Entrance.	Number that passed.	Number that obtained honours.	Candidates for Junior Matriculation.	Number that passed.	Number that obtained honours.	Agriculture, etc.	Mercantile life.	Teaching.	Other Professions.	Mechanical Occupations.	Other Pursuits.	Agriculture, etc.	Mercantile life.	Professions.	Mechanical Occupations.	Other Pursuits.
1 Blind River								1						2		1	20
2 Bruce Mines	12	2					4		8			1	10	4		4	22
3 Thessalon	1	1	1	1	1	1			3		2	2	4	8	3	9	6
4 8 S. Dumfries	2						3			1	1		22	2	1	5	1
5 Lucknow	17	8	3				1	3	3		2	1	29	4	7	4	25
6 Paisley	6	5	3	1	1	1	3		7	2		5	19	13	6	12	10
7 Southampton	5	3						2	3			2		4		6	22
8 Teeswater	9	3	1	2	1		2				1	4	15	7	4	5	15
9 10 Huron	9	1	1	2	1	1		1					9	6	4	1	
10 7 Goulburn	3	1							1				23		1	2	
11 3 Huntley	8	1					2		4	1		7	37	6	6	1	8
12 9 Gloucester							2	1					10	1		2	2
13 8 Fitzroy	5	3							3				20	2		7	6
14 10 Nepean	5	4							2			4	38				
15 U. 3 North Gower	2						3						14			5	3
16 15 Osgoode	5	3		1	1				3				18		2	4	12
17 5 Fitzroy				1	1		3			1		1	18	1		1	6
18 3 Marlborough							3						18				
19 18 Osgoode				1			3	1				3	25	2	2	3	2
20 11 Osgoode	2	1	1				8	1	1		2		22	4	1	8	2
21 5 Goulburn	3			1			2		2				19	1			
22 6 North Gower	10	4		8	3				1	1			27	10		3	
23 Richmond	10			8	1								18	1	1	1	9
24 12 Goulburn	2			2	2		4	1		3			23	1			7
25 20 Osgoode	6	2					4		2		1		20	1		1	2
26 5 Gloucester													9				
27 Grand Valley	3	1		1				1	1		1	1	25	3	2	4	4
28 Shelburne	5	4	2	2			4	2	5			4	30	12	3	8	14
29 Chesterville	10	6		1	1		2	3	5	1	2	5	17	15	2	11	5
30 12 Winchester	16	7	1				7	1	4		1	1	41	4	1	7	1
31 Winchester	3	2					2					7	17	5	3	14	18
32 Millbrook	3	3	2	1	1		2	2	2			5	16	14	1	3	10
33 11 South Dorchester							3						27	2	3	2	11
34 2 Bayham													7	3	1		5
35 Rodney	10	5						3	4			2	19	7		5	10
36 Springfield	3	1					1	1	1	2			7	6	3	9	2
37 West Lorne	8						1				2	5	11	1	4	15	10
38 Amherstburg	1			3	3		1	1			1		3	4	3	5	24
39 4 Tillbury West	6	2					6					1	20	4	2	2	3
40 9 South Colchester	3	1		1	1			1		1		2	23	6	1	3	1
41 Maxville	1			1					1				16	6	4	12	11
42 Thornbury	1							2			2	1	6	4	1	5	7
43 Durham	18	10		4					8		1	3	50	10	8	5	29
44 Hanover	6	5	3	3	2			3	5	3	2	3	9	15	6	10	3
45 10 Walpole							2	3				2	16	5	3	5	7
46 Milton	3	4					2	1	3	1		10	18	10	10	13	25
47 Acton	7	4	1	1	1		2		3			5	26	3		7	20
48 Burlington	3	3		5	2			6		1	3	8	20	7	4	5	24

SCHOOLS—*Continued.*

ending 31st December, 1908.—*Continued.*

	Value of Equipment.					Fees.			
	Maps, Charts, Globes, etc.	Scientific Apparatus.	Library.	Drawing Models, etc.	Total Value of Equipment.	Monthly Fee of Pupils of Section.	Monthly Fee of other Pupils.	Basis of Special County Grant if any.	Total Government Grant.
	$	$	$	$	$	$ c.	$ c.		$ c.
1	33	162	147	25	367	.....	.....	.....	602 46
2	16	309	217	20	562	.....	50	.....	534 56
3	42	155	151	24	372	.....	50	.....	442 46
4	3	165	131	15	314	.....	25	.....	217 89
5	25	123	150	25	323	50	1 00	$50 ext per tchr	386 57
6	40	330	150	30	550	F. I & II 50c; III $1.25	F. I 50c: II $1.00; III $1.25	$50 ext per tchr	450 30
7	35	168	137	25	365	80	80	$50 " "	267 61
8	34	198	190	25	447	50c; 75c; $1.00	50c; 75c; $1.00	$50 " "	254 25
9	36	75	130	5	246	.....	.....	$50 " "	215 38
10	.....	90	27	.....	117	.....	.....	$300 *in all* to ea.	168 65
11	.....	126	68	.....	194	50	1 00	" " teachr	276 40
12	.....	144	144	25	313	.....	.....	" " "	165 09
13	12	122	6	.....	140	.....	.....	" " "	146 37
14	.....	121	31	3	155	F. I free; 50	50	" " "	190 00
15	7	77	63	10	157	.....	.....	" " "	147 06
16	.....	69	24	.....	93	1 00	1 00	" " "	173 62
17	3	60	122	3	188	.....	.....	" " "	182 11
18	3	128	70	.....	201	.....	.....	" " "	153 97
19	37	28	18	5	88	.....	50	" " "	167 05
20	26	160	171	21	378	.....	1 00	" " "	162 78
21	.....	80	53	.....	133	.....	.....	" " "	128 10
22	4	94	84	.....	182	.....	.....	" " "	173 04
23	15	66	104	24	209	50	1 00	" " "	155 66
24	.....	89	53	32	174	1 00	1 00	" " "	194 11
25	.....	75	51	15	141	.....	1 00	" " "	175 00
26	12	54	98	18	182	.....	.....	" " "	152 96
27	22	234	151	.....	407	.....	.....	$5.00 per pupil	235 05
28	50	429	300	59	838	Mid'le Sch $1.00	1 00	$5.00 " "	522 30
29	.....	146	104	.....	250	1 00	2 00	50% additional	254 59
30	19	243	126	30	418	1 10	1 10	50% "	297 43
31	15	150	100	25	290	.....	1 00	50% "	261 85
32	34	180	170	27	411	.....	.....	.....	214 83
33	15	158	150	19	342	1 00	1 50	100% "	*73 34
34	8	71	83	11	173	.....	50	.....	.....
35	25	155	160	25	365	.....	.....	100% "	250 37
36	10	110	115	38	273	.....	1 00	100% "	197 96
37	25	100	100	25	250	.....	.....	100% "	247 84
38	25	155	154	12	346	1 00	1 00	$100 ext per tch.	387 66
39	70	200	20	.....	290	70	70	$100 " "	339 40
40	15	126	129	28	298	.....	1 00	$100 " "	177 03
41	5	200	.....	.....	205	50	1 00	.....	230 31
42	123	122	67	30	342	.....	50	.....	233 67
43	31	247	150	30	458	50c; 75c; $1.00	50c; 75c; $1.00	.....	524 02
44	26	269	150	25	470	F. I free; others $1.00	1 00	.....	358 74
45	25	193	154	25	397	.....	.....	.....	227 62
46	80	178	155	82	495	70c if language tken, oth'rs free	$1 00 if lang'age t'ken, others 60c	.....	417 96
47	28	163	154	20	365	50	70	.....	368 26
48	.....	156	75	12	243	1 00	1 50	.....	366 08

* Fifth Class grant.

CONTINUATION

Statistics for the year

Inspectorate.		Name of School.	Post Office.	Teachers. Names and Degrees of Teachers giving whole of time to Continuation School.	How many giving whole time?	Professional Certificate.	Annual rate of Salary.	Total number of Pupils enrolled.	Number of Boys.	Number of Girls.
							$			
Hastings South.	49	Tweed	Tweed	R. J. Blake	1	I	700	55	24	31
Huron, East	50	Blyth	Blyth	J. Stalker	1	II	700	36	18	18
	51	Brussels	Brussels	J. H. Cameron	2	I	1,000	81	42	39
				Miss Bessie McCamus	..	I	600			
Huron, West	52	Exeter	Exeter	Wm. B. Weidenhammer	3	I	1,100	128	80	48
				Stella L. Gregory	..	I	600			
				Agnes M. Johnston	..	I	600			
	53	5 Stephen	Crediton	Claude K. Bluett	1	II	650	28	16	12
Kent, East	54	Blenheim	Blenheim	A. A. Merritt	2	I	1,000	96	54	42
				Mildred A. Agla	..	I	550			
	55	Bothwell	Bothwell	G. E. Armour	2	I	950	63	29	34
				E. M. Wise	..	I	550			
	56	Thamesville	Thamesville	James G. Cameron	2	II	950	68	26	42
				Ethelwyn Becksteat	..	I	500			
	57	Dresden	Dresden	Gideon A. Miller	2	I	900	100	34	66
				Mary A. Stone	..	I	600			
	58	6 Orford	Highgate	E. Egbert Hoover	2	I	750	40	18	22
				Evelyn F. Tupling	..	I	525			
Kent, West	59	Tilbury	Tilbury	A. F. Hare	1	I	650	36	13	23
	60	Wallaceburg	Wallaceburg	E.W.Dickenson,B.A.	2	I	1,200	81	31	50
				Miss H. Tremeer	..	I	700			
Lambton, East	61	Alvinston	Alvinston	Jas. D. Williamson	2	I	1,000	81	42	39
				Mary E. Lynch	..	I	600			
	62	Oil Springs	Oil Springs	A. H. Baker	2	I	1,000	40	9	31
				Iverea E. Powell	..	I	500			
Lanark	63	Lanark	Lanark	R. Beatty	1	II	650	66	24	42
	64	4 Pakenham	Pakenham	Mina A. Ellis, B.A.	2	I	800	58	24	34
				Arletta Nelson	..	I	500			
Leeds & Grenville No. 1	65	Westport	Westport	E. O. Walker	1	I	800	32	9	23
Leeds & Grenville No. 3	66	Merrickville	Merrickville	Sara Anglin	2	I	650	39	21	18
				Annie Bates	..	I	450			
	67	15 Edwardsburg	Spencerville	Fred P. Smith	1	I	750	45	24	21
Lennox and Addington	68	Bath	Bath	F. B. Clarke	1	I	900	45	13	32
	69	13 Ernesttown	Odessa	Dorothy M. Wilson	1	I	525	18	11	7
	70	1 Amherst Island	Stella	Elizabeth S. Mackenzie	1	I	450	10	3	7
Manitoulin	71	Gore Bay	Gore Bay	E. Hackett, B.A.	2	Temp	800	52	13	39
				Frances G. Parker	..	I	500			
	72	Little Current	Little Current	M. Edith Ludlow	1	I	750	16	11	5
	73	2 Assiginack	Manitowaning	Myrtle Madge	1	I	700	28	7	21
Muskoka	74	Huntsville	Huntsville	A. C. Bernath	2	I	1,000	60	21	39
				Miss I. M. Mara	..	I	600			
Nipissing	75	New Liskeard	New Liskeard	David T. Wright	2	I	1,100	26	11	15
				C. Lillie Maclennan, B.A.	..	I	750			
Northumberland	76	2 Percy	Warkworth	Thorhilda De Mille	1	I	700	59	25	34
Ontario North	77	Cannington	Cannington	Murray Wilson	1	II	700	53	23	30
Ontario South	78	15 Pickering	Claremont	D. Hicks, B.A.	1	I	750	22	11	11
Oxford	79	Norwich	Norwich	Daisy E. Taylor	2	I	700	89	31	58
				Lewis S. Beattie	..	I	450			
	80	†6 South Norwich	Otterville	Chas. A. Garthwaite	1	II	650	14	8	6
	81	24 Blenheim	Plattsville	Allan Gilmour, B.A.	1	I	800	46	16	30
	82	U. 21 Blenheim	Princeton	Annie C. Dougherty	1	I	700	32	13	19
	83	U. 13 East Zorra	Tavistock	G. J. Katzenmeyer	1	I	800	37	19	18
Parry Sound	84	Burk's Falls	Burk's Falls	Jean S. Burchill	1	I	800	29	12	17
	85	Parry Sound	Parry Sound	J. L. Moore	2	I	1,200	62	20	42
				Alex. Burke	..	I	1,000			
Peel	86	Bolton	Bolton	Chas. F. Ewers	1	I	800	38	21	17
Peterborough	87	4 Ennismore	Ennismore	J. A. O'Donohue	1	I	800	47	19	28
	88	Havelock	Havelock	Percy S. Banes	1	I	775	44	23	21
	89	Lakefield	Lakefield	J. L. Garvin, B.A.	1	I	800	33	15	18
Renfrew	90	Cobden	Cobden	H. L. Carson	1	I	650	43	22	21
	91	Eganville	Eganville	D. R. Harrison	1	II	650	35	12	23

†No report received; statistics for 1st half of 1908.

SCHOOLS.—*Continued.*

ending 31st December, 1908.—*Continued.*

Number of Pupils from Section.	Number from other sections.	Number of other sections represented.	Attendance and Classification of Pupils. Number in Form I, (Lower School).	Number in Form II, (Lower School).	Number in Form III, (Middle School).	Number in Form IV, (Upper School).	Number of Pupils enrolled 1st half year.	Number of Pupils enrolled 2nd half year.	Average age of latter, Sept. 1st, 1908, Form I. y.	m.	Average age of latter, Sept. 1st, 1908, Form II. y.	m.	Average age of latter, Sept. 1st, 1908, Form III. y.	m.	Average age of latter, Sept. 1st, 1908, Form IV. y.	m.	Number in all Forms preparing for Normal School Entrance during year.	Number in all Forms preparing for Matriculation.	Number of Pupils taking Agriculture or School Gardening.	Number taking Household Science.
49	41	14	7	15	16	24	....	42	38	13	6	14	5	16	1	...	...	39	29	.....	.....
50	23	13	6	13	11	12	....	21	26	15	5	16	7	17	9	...	...	14	.....	.....	.....
51	43	38	14	31	17	33	....	57	67	14	7	15	7	15	5	...	..	79	70	.....	.....
52	70	58	16	59	25	44	....	86	97	13	8	14	7	15	9	...	...	64	59	.....	.....
53	17	11	5	12	5	11	....	20	19	13	10	14	10	16	4	...	...	14	6	.....	.....
54	61	35	10	34	27	35	....	60	77	14	...	14	4	15	6	...	...	48	43	.....	.....
55	35	28	6	16	19	23	5	44	53	13	5	14	2	15	..	16	...	23	.....	.....	.....
56	47	21	18	20	14	30	4	53	54	13	4	14	1	16	7	17	2	37	23	.....	.....
57	66	34	10	31	33	36	....	81	76	14	4	14	1	16	1	...	...	60	43	.....	.....
58	22	18	7	10	12	18	....	30	28	13	6	13	8	15	2	...	...	18	3	.....	.....
59	30	6	3	17	8	11	....	18	27	13	15	13	4	15	66	...	...	16	6	.....	.....
60	63	18	13	21	31	29	....	50	53	14	2	15	1	16	2	...	...	50	10	.....	.....
61	48	33	13	42	12	23	4	50	59	14	2	15	7	15	4	17	...	23	1	.....	.....
62	25	15	5	21	7	12	....	28	38	13	...	15	...	16	...	...	...	16	.....	.....	.....
63	33	33	18	28	20	18	....	57	53	13	11	15	4	17	...	..	...	39	22	.....	.....
64	37	21	7	23	19	15	1	40	46	13	...	14	6	16	5	17	...	36	36	.....	.....
65	25	7	3	11	11	10	....	23	24	15	7	15	4	16	10	...	...	28	18	.....	.....
66	31	8	7	19	13	7	....	19	21	14	11	14	6	17	10	...	...	13	11	.....	.....
67	26	19	9	15	13	17	....	31	41	14	7	14	1	15	9	...	...	27	23	.....	.....
68	26	19	7	8	14	23	....	35	34	13	7	16	2	17	2	...	...	17	6	.....	.....
69	12	6	4	8	10	.....	....	10	18	14	5	14	...	...	...	...	...	7	3	.....	.....
70	4	6	4	5	4	1	....	.....	10	13	...	14	11	15	7	...	...	1	.....	.....	.....
71	40	12	5	18	18	16	....	42	10	14	7	16	...	17	...	...	...	10	3	.....	.....
72	16	.....	.....	3	13	.....	....	13	12	13	8	14	9	...	...	...	...	.....	.....	.....	.....
73	25	3	3	15	7	6	....	16	17	15	3	16	6	17	2	...	...	6	.....	.....	.....
74	50	10	1	28	15	17	....	38	58	14	6	14	9	16	8	...	...	12	18	.....	.....
75	25	1	1	9	6	9	2	16	20	15	1	16	...	17	6	17	...	1	8	.....	.....
76	22	37	15	14	25	20	....	47	44	14	7	15	6	16	5	...	...	51	14	.....	.....
77	30	23	10	25	13	15	....	28	47	14	7	14	9	16	8	...	...	32	18	.....	.....
78	11	11	4	15	7	.....	....	.....	22	14	...	15	...	...	...	...	...	1	6	.....	.....
79	66	23	14	33	23	33	....	40	49	14	...	15	...	16	5	...	...	62	30	.....	.....
80	12	2	1	6	8	.....	....	14	.....	...	...	...	...	...	...	...	...	.....	.....	.....	.....
81	34	12	7	12	16	18	....	34	38	13	...	15	...	16	...	...	...	30	3	.....	.....
82	22	10	5	18	11	3	....	21	22	13	5	15	5	17	2	...	...	16	6	.....	.....
83	23	14	6	16	10	11	....	29	25	14	2	14	5	15	3	...	...	18	14	.....	.....
84	25	4	3	18	6	5	....	14	25	14	11	15	11	16	8	...	...	15	6	.....	.....
85	53	9	4	36	12	14	....	37	49	15	...	15	6	16	1	...	...	28	28	.....	.....
86	18	20	9	10	15	13	....	29	23	15	...	14	6	15	9	...	...	20	5	.....	.....
87	13	34	6	12	13	22	....	36	38	14	3	15	2	17	...	...	...	7	.....	.....	.....
88	39	5	5	22	14	8	....	22	35	14	1	14	6	15	9	...	...	31	17	.....	.....
89	29	4	3	25	8	.....	....	9	33	14	2	15	7	...	...	...	...	.....	.....	.....	.....
90	29	14	9	18	15	10	....	34	32	13	3	14	4	16	...	...	...	8	35	.....	.....
91	27	8	4	20	13	2	....	23	31	14	8	16	4	16	5	...	...	8	5	.....	.....

CONTINUATION

Statistics for the year

Name of School.	Examination Results.						Destination of Pupils.						Occupation of Parents.				
	Normal School Candidates for Entrance.	Number that passed.	Number that obtained honours.	Candidates for Junior Matriculation.	Number that passed.	Number that obtained honours.	Agriculture, etc.	Mercantile life.	Teaching.	Other Professions.	Mechanical Occupations.	Other Pursuits.	Agriculture, etc.	Mercantile life.	Professions.	Mechanical Occupations.	Other Pursuits.
49 Tweed	8	4	1	6	1	....	2	4	3	2	1	8	13	10	6	12	14
50 Blyth	6	3	....	....	....	....	....	....	....	....	....	....	17	....	3	5	11
51 Brussels	12	12	11	8	8	....	1	1	8	2	....	3	35	6	8	6	26
52 Exeter	7	6	1	14	7	1	1	2	5	5	....	2	32	23	5	15	53
53 5 Stephen	....	....	....	1	....	....	1	....	....	1	....	7	23	4	....	....	1
54 Blenheim	10	6	2	10	6	....	11	2	2	....	....	2	50	9	7	20	10
55 Bothwell	10	4	....	....	....	....	....	....	2	...	....	....	30	12	3	5	13
56 Thamesville	5	5	1	1	1	....	....	1	....	....	....	7	30	10	6	8	14
57 Dresden	6	2	1	6	3	....	2	....	3	2	2	1	33	11	2	18	36
58 6 Orford	5	2	1	....	....	....	2	....	1	....	1	6	28	3	1	4	4
59 Tilbury	2	1	1	3	1	1	2	....	1	....	2	4	5	9	2	5	15
60 Wallaceburg	5	4	4	7	4	....	1	2	2	3	1	14	20	14	8	25	14
61 Alvinston	4	4	2	....	....	...	3	2	4	....	....	17	35	13	1	5	27
62 Oil Springs	12	6	....	....	....	....	....	....	6	....	....	....	26	2	8	3	1
63 Lanark	6	2	....	7	4	....	4	2	6	2	3	2	31	7	1	18	9
64 4 Pakenham	2	1	1	4	3	....	4	....	....	2	1	....	35	9	3	11	.....
65 Westport	6	3	2	....	....	....	2	....	....	2	....	6	11	6	....	4	11
66 Merrickville	5	3	1	....	....	....	2	....	....	....	....	2	13	6	2	8	10
67 15 Edwardsburg	4	2	....	3	2	....	1	....	3	....	....	2	23	7	6	4	5
68 Bath	5	3	1	3	....	....	2	....	2	4	....	....	10	5	4	....	26
69 13 Ernesttown	....	....	....	....	....	....	....	....	....	....	....	1	13	....	1	3	1
70 1 Amherst Island	....	....	....	....	....	....	....	....	....	....	....	....	7	2	1	....	.....
71 Gore Bay	6	3	1	3	1	....	....	....	2	....	....	....	13	7	4	15	13
72 Little Current	....	....	....	....	....	....	....	....	....	....	....	....	.....	10	....	....	6
73 2 Assiginack	4	1	....	....	....	....	2	2	3	....	....	4	8	7	1	....	12
74 Huntsville	....	....	....	....	....	....	....	....	1	....	....	3	10	8	2	4	16
75 New Liskeard	....	....	....	4	3	....	....	....	1	2	1	....	2	6	2	3	13
76 2 Percy	8	2	1	2	1	1	8	1	2	....	1	....	39	6	2	9	2
77 Cannington	4	3	....	....	....	....	2	....	3	....	....	1	19	9	4	8	13
78 15 Pickering	....	....	....	....	....	....	....	....	....	....	....	....	19	....	....	....	3
79 Norwich	11	7	4	5	5	....	....	2	2	....	....	10	51	10	8	6	14
80 6 South Norwich	....	....	....	....	....	....	....	....	....	....	....	....	14	....	....	....	.....
81 24 Blenheim	6	3	....	2	1	....	5	1	3	....	....	2	14	5	3	17	7
82 U. 21 Blenheim	9	5	1	1	....	....	2	1	3	2	....	2	21	5	4	....	2
83 U. 13 East Zorra	9	3	3	8	2	2	1	1	3	1	....	2	11	2	2	4	18
84 Burk's Falls	....	....	....	....	....	....	....	....	....	1	....	3	4	3	5	5	12
85 Parry Sound	2	2	....	3	3	....	1	2	3	3	....	6	14	10	4	12	22
86 Bolton	3	1	....	1	1	....	5	1	1	1	....	1	21	3	3	3	1
87 4 Ennismore	7	4	2	....	....	....	4	2	3	....	....	....	45	....	....	2	.....
88 Havelock	....	....	....	....	....	....	2	4	....	....	2	1	10	4	6	17	7
89 Lakefield	....	....	....	....	....	....	....	....	....	....	....	....	6	1	2	24	.....
90 Cobden	....	....	....	....	....	....	6	3	....	....	....	....	21	5	3	12	2
91 Eganville	....	....	....	....	....	....	1	2	1	....	....	....	10	12	5	5	3

SCHOOLS.—*Continued.*

ending 31st December, 1908.—*Continued.*

	Value of Equipment.					Fees.			
	Maps, Charts, Globes, etc.	Scientific Apparatus.	Library.	Drawing Models, etc.	Total Value of Equipment.	Monthly Fee of Pupils of Section.	Monthly Fee of other Pupils.	Basis of Special County Grant if any.	Total Government Grant.
	$	$	$	$	$	$ c.	$ c.		
49	24	171	81	13	289	.....	1 50	.....	229 19
50	25	125	120	.....	270	75	75	100% extra	118 77
51	40	267	164	25	496	50c., 75c., $1.00	1 00	100% "	462 79
52	77	184	292	62	615	1 00	1 00	100% "	522 11
53	10	106	89	.....	205	$1.00, $2.00.	2 00	100% "	*80 52
54	37	257	151	26	471	.....	1 00	.....	444 58
55	32	110	165	25	332	.....	60	.....	362 68
56	40	161	151	28	380	70	1 00	.....	414 34
57	50	216	150	25	441	50	Forms I & II 60c. Form III $1.00	.....	425 75
58	16	165	150	29	360	.....	.....	.....	347 04
59	35	120	68	.....	223	1 00	1 00	.....	196 94
60	30	260	178	25	493	.....	1 00	.....	556 81
61	25	200	150	25	400	1 00	1 00	.....	419 26
62	50	300	165	25	540	50	1 00	.....	396 81
63	37	31	174	5	247	.....	1 00	.....	190 22
64	16	42	61	.....	119	1 00	1 00	.....	271 38
65	25	150	200	55	400	.....	50	$50 additional.	224 50
66	6	127	219	12	364	.....	2 00	$50 "	209 81
67	28	115	86	25	254	1 00	1 00	$50 "	197 11
68	.....	131	163	.....	294	.....	50	.....	209 90
69	45	118	113	25	301	.....	50	.....	*55 74
70	.....	12	5	3	20	.....	.....	.....	.....
71	60	150	105	.....	315	.....	1 00	.....	831 10
72	10	27	.....	.....	37	.....	.....	.....	*268 42
73	22	30	.....	3	55	.....	50	.....	378 00
74	50	550	200	20	820	F. III $1.00	F.I&II 75; F.III $1.00	.....	739 42
75	28	350	180	28	586	.....	75	.....	625 20
76	30	165	163	18	376	1 00	1 15	.....	182 88
77	29	127	78	8	242	1 00	1 00	.....	*114 66
78	20	146	150	20	336	.....	1 00	.....	.....
79	10	84	190	25	309	30	60	.....	366 25
80	42	70	28	3	143	.....	.....	.....	184 57
81	.....	146	70	32	248	50	1 00	.....	207 16
82	.....	150	162	42	354	45	45	.....	218 96
83	15	166	150	24	355	50	75	.....	244 69
84	15	167	156	27	365	.....	.....	.....	484 72
85	21	158	177	19	375	.....	50	.....	1,140 66
86	9	250	75	25	359	F.I free; oths 50	1 25	.....	210 70
87	20	164	153	4	341	1 00	1 00	.....	206 78
88	32	160	56	3	251	.....	.....	.....	216 88
89	60	125	50	.....	235	.....	.....	.....	*117 95
90	.....	74	79	23	176	.....	2 00	.....	222 15
91	44	458	20	.....	522	.....	1 00	.....	*111 40

* Fifth Class grant.

CONTINUATION

Statistics for the year

Inspectorate		Name of School.	Post Office.	Teachers. Names and Degrees of Teachers giving whole of time to Continuation School.	How many giving whole time?	Professional Certificate.	Annual rate of Salary.	Total number of Pupils enrolled.	Number of Boys.	Number of Girls.
							$			
Rainy River & Thunder Bay	92	Keewatin	Keewatin	D. M. Christie	1	I	1,000	30	8	22
Simcoe East	93	Ft. Frances	Ft. Frances	J. O. Clothier, B.A.	1	I	1,200	25	11	14
Simcoe North	94	Coldwater	Coldwater	N. Willison	1	I	800	26	10	16
	95	Creemore	Creemore	E. H. Lindsay	1	I	700	35	17	18
	96	5 Flos	Elmvale	Archie S. McKinlay	1	Temp	550	36	12	24
Simcoe South West	97	Alliston	Alliston	J. A. Speers, M.A., B. Paed.	2	I	1,000	147	69	78
				Winnifred Bell	..	I	600	.....	.....	.....
	98	Beeton	Beeton	W. T. Baker	2	I	950	68	35	33
				Miss C. M. R. Ballachey	..	I	550	.....	.....	.....
	99	5 Essa	Cookstown	Wm. W. Scott	2	I	900	51	23	28
				Florence E. Purser	..	I	600	.....	.....	.....
	100	Stayner	Stayner	D. Currie	2	I	800	59	27	32
				Olive M. Turner	..	I	475	.....	.....	.....
	101	Tottenham	Tottenham	D. P. MacDougall	2	I	700	59	27	32
				Miss M. S. R. Tremeer	..	I	525	.....	.....	.....
Stormont	102	14 Roxborough	Avonmore	Edith M. Adams	1	I	600	33	18	15
	103	Finch	Finch	Mame Dwyer	1	I	600	22	7	15
Victoria East	104	Bobcaygeon	Bobcaygeon	J. M. Simpson	1	II	700	33	12	21
Victoria West & S.E. Muskoka	105	Fenelon Falls	Fenelon Falls	A. A. Cameron	1	I	800	39	17	22
	106	Bracebridge	Bracebridge	S. Shannon, B.A.	2	I	1,000	102	30	72
				May I. Hodgins	..	I	600	.....	.....	.....
Waterloo, No. 1.	107	Elmira	Elmira	Jas. Corrigil	1	I	750	15	8	7
Waterloo, " 2.	108	New Hamburg	New Hamburg	Jas. M. Smith	1	I	800	20	12	8
Welland	109	Bridgeburg	Bridgeburg	Chas. E. Hansel	1	II	900	40	15	25
	110	11 Bertie	Ridgeway	T. D Allingham, M.A.	1	I	900	22	8	14
Wellington, North	111	Palmerston	Palmerston	Chas. Cameron	2	I	900	59	19	40
				Maude F. Sinclair	..	I	500	.....	.....	.....
Wellington, South	112	Erin	Erin	Robt. N. Anderson	1	I	750	35	13	22
	113	Drayton	Drayton	J. W. Yake	2	I	900	112	42	70
				Bella L. Scott, B.A.	..	I	500	.....	.....	.....
	111	Macdonald Consolidated	Guelph	Minnie A. Whyte	1	I	600	27	12	15
York, North	115	13 East Gwillimbury	Mt. Albert	Fred Schooley	2	I	750	55	29	26
				Lulu J. Edmunds	..	I	500	.....	.....	.....
	116	14 King	Schomberg	Pearl E. Chandler, B.A.	1	I	700	24	9	15
York, South	117	Woodbridge	Woodbridge	Annie G. MacAllister	2	I	650	37	13	24
				Florence Bowes	..	III	500	.....	.....	.....
R. C. Separate Schools	118	Amherstburg	Amherstburg	Sr M. Ethelbert	2	II	350	50	9	41
				Sr. M. Teresa	..	II	200	.....	.....	.....
	119	Eganville	Eganville	Sr. Ernestine	1	III	700	28	8	20
	120	Westport	Westport	Sr St. Andrew	1	.....	400	38	10	28
				Totals, 1908	..	.....	*	5,317	2,243	3,074

* Average salary Principal, $758; average salary Assistant, $556.

SCHOOLS.—*Continued.*

ending 31st December, 1908.—*Continued.*

| | | | | Attendance and Classification of Pupils | | | |

CONTINUATION

Statistics for the year

Name of School.	Examination Results.						Destination of Pupils.						Occupation of Parents.				
	Candidates for Normal School Entrance.	Number that passed.	Number that obtained honours.	Candidates for Junior Matriculation.	Number that passed	Number that obtained honours.	Agriculture, etc.	Mercantile life	Teaching.	Other Professions.	Mechanical Occupations.	Other Pursuits.	Agriculture, etc.	Mercantile life.	Professions.	Mechanical Occupations.	Other Pursuits.
92 Keewatin								1				5		9	4	5	12
93 Ft. Frances	4	2		2	2						1	4	5	2	1	5	12
94 Coldwater													6	6	2	2	10
95 Creemore							1					2	14	2		6	13
96 5 Flos							3	2				1	14	10	4	2	6
97 Alliston	18	5		9	6		12	9	7	3	5	1	68	26	15	9	29
98 Beeton	11	4	2	4	4		4	1	2			6	42	9	1	6	10
99 5 Essa	12	3					2	1	2				34	6	1	5	5
100 Stayner	7	4		2	1			3	3		4		30	14	3	6	6
101 Tottenham	5	2		2			2	1	3			1	30	7	2	7	13
102 14 Roxborough							2						27	3		1	2
103 Finch				1			2	1	1			6	14			7	1
104 Bobcaygeon	4	4					1	4	3			2	8	1	2	4	18
105 Fenelon Falls	2	1		2	1			3	1	2		5	7	5	4	3	20
106 Bracebridge	7	5	2	1				2	6	2	2	11	16	9	18	38	21
107 Elmira													2	3	1	4	5
108 New Hamburg	4	1		1			2					1	4	2	4	2	8
109 Bridgeburg							1	7				2	3			16	21
110 11 Bertie													7	4	1	2	8
111 Palmerston	7	5	3	5	5		1	4			3	7	18	10	14	4	13
112 Erin	8	2							2	2		1	15	4	1	4	11
113 Drayton	25	8	6	12	8		11	3	9	1		5	55	7	8	9	33
114 Macdonald Consolidated							2	3					14		6	3	4
115 13 East Gwillimbury	7	4	2				1	2	2	2	1	2	26	11	5	3	10
116 14 King							1					5	17	1	3		3
117 Woodbridge	2	2		4	2		2	1	2	3		2	15	12	4		6
118 Amherstburg	6	6					1	4	8			11	17	10	5	8	10
119 Eganville							1					4	11	3	2	7	5
120 Westport	9	6						1	6			5	19	8	2	3	6
Totals	564	271	76	198	109	8	214	132	221	68	55	303	2,301	691	354	731	1,240

SCHOOLS.—*Concluded.*

ending 31st, December, 1908.—*Concluded.*

	Value of Equipment.					Fees.			
	Maps, Charts, Globes, etc.	Scientific Apparatus.	Library.	Drawing Models, etc.	Total Value of Equipment.	Monthly Fee of Pupils of Section.	Monthly Fee of other Pupils.	Basis of Special County Grant if any.	Total Government Grant.
	$	$	$	$	$	$ c.	$ c.		$ c.
92	70	172	82	10	334	.....	.....	.....	553 60
93	35	235	152	.....	422	.....	.....	.....	686 96
94	25	166	150	30	371	1 00	1 00	.....	.....
95	13	150	150	6	319	.....	F. I free; others	.....	231 48
96	29	93	138	.....	260	.....	$1.00] 50	.....	198 43
97	42	275	300	37	654	.....	1 50	.....	525 17
98	48	289	159	28	524	II & III F. $1.00	1 00	.....	404 20
99	35	340	155	.....	530	50	50	.....	417 26
100	70	250	155	37	512	50	1 00	.....	370 69
101	22	212	151	25	410	F. I free; others 1.00	1 00	.....	360 29
102	10	130	125	32	297	50	50	50% additional	148 82
103	27	156	163	25	371	1 00	1 00	50% "	206 95
104	30	74	35	3	142	.....	1 00	.....	*116 74
105	10	137	152	29	328	.....	1 00	.....	247 90
106	31	430	154	4	619	50	1 00	.....	952 24
107	18	25	15	.....	58	.....	.....	.....	.....
108	23	277	125	28	453	.....	50	.....	257 00
109	25	50	34	11	120	.....	1 00	.....	*136 51
110	5	84	.....	23	112	.....	1 00	.....	*78 31
111	30	175	160	26	391	..... [$1.00	50	.....	405 02
112	10	140	120	25	295	F. I free; others	F. I free; others	.....	225 75
113	60	291	159	27	537	F. II 50c; III $1.00	$1.00] 1 00	.....	294 67
114	55	115	40	15	225	.....	.....	.....	188 05
115	10	210	103	25	348	1 00	1 00	.....	221 19
116	5	112	101	7	225	1 00	1 00	.....	189 94
117	17	100	101	5	223	F. I free; others $1.00	1 00	.....	191 13
118	45	528	223	28	824	.....	1 00	$100 extra per teacher	286 25
119	25	122	331	25	503	.....	75	.....	224 10
120	33	127	140	25	325	.....	50	.....	143 16
	3,052	19,645	14,488	2,090	39,275				$34,140 37

* Fifth Class Grant

APPENDIX H.—PUBLIC LIBRARIES, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

REPORT OF T. W. H. LEAVITT, INSPECTOR OF PUBLIC LIBRARIES, SCIENTIFIC INSTITUTIONS AND LITERARY AND SCIENTIFIC SOCIETIES IN THE PROVINCE OF ONTARIO, FOR THE YEAR 1908, WITH THE STATISTICS OF 1907.

To the Hon. R. A. Pyne, M.D., LL.D., Minister of Education for the Province of Ontario.

I have the honour to submit herewith the report on the Public Libraries, Scientific Institutions and Literary and Scientific Societies receiving a share of the Legislative Grant for the year ending 31st December, 1907.

The following libraries were incorporated during the year:—
Hastings, Lyn, Relessey, Sutton West.

The following libraries did not report for the year 1907. Should they neglect to report for 1908, they will be removed from the list of libraries entitled to participate in the Legislative Grant:

Addison, Allan's Mills, Alvinston, Avonmore, Bajeros, Berwick, Bognor, Bridgburg, Bruce Mines, Burnstown, Callander, Campbellford, Cobden, Colborne, Coldwater, Cookstown, Copper Cliff, Corkery, Dalhousie, Depot Harbor, Dresden, Dryden, Duart, Dunvegan, Fergus, Fort Francis, Glamis, Glen Allan, Glen Cross, Gore Bay, Gore's Landing, Granton, Highgate, Iroquois, Jasper, Kars, Kinburn, King, Kintore, Linwood, Little Current, Lorne Park, Lucan, Manitowaning, Maxville, Marksville, Maxwell and Feversham, Metcalfe, Milgrove, Milverton, Mississippi, Mono Centre, Mono Mills, Napanee Mills, Newbury, Norland, Oil Springs, Peelee Island, Petrolia, Port Rowan, Rosseau, Schomberg, Schreiber, Singhampton, Spencerville, Sprucedale, Sturgeon Falls, Sunnidale, Tamworth, Thamesford, Thornhill, Wyoming, Zephyr.

In consequence of the following libraries not having reported to the Education Department for two years and over, they have been removed from the list of libraries entitled to participate in the Legislative Grant in accordance with the Regulations:

Athens, Baden, Bancroft, Battersea, Beeton, Binbrook, Bloomfield, Brougham, Burritt's Rapids, Caistorville, Cheltenham, Clarksburg, Crysler, Dawson, Dufferin, Dundela, Elgin, Emsdale, Enterprise, Fenella, Flesherton, Floridale, Fordwich, Forks of the Credit, Freelton, Glencoe, Goulais Bay, Harrowsmith, Havelock, Hepworth, Holland Centre, Holyrood, Kearns, Lion's Head, Maberley, Maitland, Melancthon, Molesworth, Moose Creek, Munster, Nairn Centre, Newboro, North Augusta, Ophir, Primrose, Rosemont, Shallow Lake, Sundridge, Thornton, Tiverton, Vandorf, Vars, Violet Hill, Webbwood, Wales, West Lorne, Wheatley, Yarker, York.

In the future the wants of the above places will be supplied by furnishing Travelling Libraries, when applications are received.

Reference Library Toronto.

The following table shows the locality of every Public and Free Library in the Province on the 1st December, 1908 :—

FREE AND PUBLIC LIBRARIES.

Counties and Districts.	Cities, Towns and Villages.
Addington	Camden, East.
"	Napanee Mills, (Strathcona P.O.)
"	Newburgh.
"	Tamworth.
Algoma	Bruce Mines.
"	Chapleau.
"	Marksville.
"	Port Arthur.
"	Rat Portage (Kenora).
"	Sault Ste. Marie.
"	Schreiber.
"	Thessalon.
"	Victoria Mines.
Brant	Brantford.
"	Burford.
"	Glenmorris.
"	New Durham.
"	Paris.
"	Scotland.
"	St. George.
Bruce	Bervie.
"	Cargill.
"	Chesley.
"	Elmwood.
"	Glamis.
"	Kincardine.
"	Lucknow.
"	Mildmay.
"	Paisley.
"	Pinkerton.
"	Port Elgin.
"	Ripley.
"	Riversdale.
"	Southampton.
"	Teeswater.
"	Tara.
"	Underwood.
"	Walkerton.
"	Westford.
"	Wiarton.
Carleton	Carp.
"	Corkery.
"	Kars.
"	Kinburn.
"	Manotick.
"	Metcalfe.
"	North Gower.
"	Ottawa.
"	Richmond.
Dufferin	Glen Cross.
"	Grand Valley.
Dufferin	Honeywood.
"	Mono Centre.
"	Orangeville.
"	Relessey.
"	Shelburne.
Dundas	Chesterville.
"	Iroquois.
"	Matilda (Iroquois P.O.)
"	Morrisburg.
"	South Mountain.
"	Winchester.
Durham	Bowmanville.
"	Millbrook.
"	Orono.
"	Port Hope.
Elgin	Aylmer.
"	Bayham.
"	Dutton.
"	Port Stanley.
"	Rodney.
"	St. Thomas.
"	Shedden.
"	Sparta.
"	Springfield.
Essex	Amherstburg.
"	Comber.
"	Essex.
"	Harrow.
"	Kingsville.
"	Leamington.
"	Pelee Island.
"	Walkerville.
"	Windsor.
Frontenac	Garden Island.
"	Kingston.
"	Mississippi.
"	Sydenham.
Glengarry	Dunvegan.
"	Lancaster.
"	Maxville.
"	Williamstown.
Grenville	Cardinal.
"	Easton's Corners.
"	Jasper.
"	Kemptville.
"	Merrickville.
"	Oxford Mills.
"	Prescott.
"	Spencerville.
Grey	Ayton.
"	Badjeros.
"	Bognor.

FREE AND PUBLIC LIBRARIES—*Continued.*

Counties and Districts.	Cities, Towns and Villages.
Grey	Chatsworth.
"	Dromore.
"	Durham.
"	Dundalk.
"	Holstein.
"	Kemble.
"	Hanover.
"	Lake Charles.
"	Markdale.
"	Meaford.
"	Maxwell and Feversham.
"	Owen Sound.
"	Priceville.
"	Singhampton.
"	Thornbury.
Haliburton	Haliburton.
"	Minden.
Haldimand	Caledonia.
"	Canfield.
"	Cayuga.
"	Cheapside.
"	Dunnville
"	Hagersville.
"	Jarvis.
"	Nanticoke.
"	Victoria (Caledonia).
Halton	Acton.
"	Burlington.
"	Georgetown.
"	Milton.
"	Oakville.
Hastings	Belleville.
"	Deseronto.
"	Frankford.
"	Madoc.
"	Marlbank.
"	Stirling.
"	Trenton.
"	Tweed.
Huron	Auburn.
"	Brucefield.
"	Blyth.
"	Brussels.
"	Clinton.
"	Dungannon.
"	Ethel.
"	Exeter.
"	Goderich.
"	Gorrie.
"	Hensall.
"	Seaforth.
"	St. Helen's.
"	Walton.
"	Wingham.
"	Wroxeter.
Kent	Blenheim.
"	Bothwell.
"	Chatham.
"	Dresden.
Kent	Duart.
"	Highgate.
"	Tilbury.
"	Ridgetown.
"	Romney.
"	Thamesville.
"	Wallaceburg.
Lambton	Arkona.
"	Alvinston.
"	Brigden.
"	Bunyan.
"	Copleston.
"	Forest.
"	Inwood.
"	Oil Springs.
"	Petrolea.
"	Point Edward.
"	Sarnia.
"	Thedford.
"	Watford.
"	Wyoming.
Lanark	Allan's Mills.
"	Almonte.
"	Carleton Place.
"	Dalhousie (McDonald's Corners P.O.)
"	Elphin.
"	Lanark.
"	Middleville.
"	Pakenham.
"	Perth.
"	Poland.
"	Smith's Falls.
"	Watson's Corners.
Leeds	Addison.
"	Brockville.
"	Gananoque.
"	Lyn.
"	Mellorytown.
"	Westport.
Lennox	Odessa.
"	Bath.
"	Napanee.
Lincoln	Abingdon.
"	Beamsville.
"	Grantham (St. Catharines [P. O.)
"	Merritton.
"	Grimsby.
"	Niagara.
"	Smithville.
"	St. Catharines.
Manitoulin	Cockburn Island.
"	Gore Bay.
"	Little Current.
"	Manitowaning.
Middlesex	Ailsa Craig.
"	Belmont.
"	Coldstream.

FREE AND PUBLIC LIBRARIES—*Continued.*

Counties and Districts.	Cities, Towns and Villages.
Middlesex	Dorchester.
"	Granton.
"	Komoka.
"	London.
"	Lucan.
"	Melbourne.
"	Mt. Brydges.
"	Newbury.
"	Parkhill.
"	Strathroy.
"	Wardsville.
Muskoka	Bracebridge.
"	Baysville.
"	Gravenhurst.
"	Huntsville.
"	Port Carling.
Nipissing	Copper Cliff.
"	Haileybury.
"	North Bay.
"	Sturgeon Falls.
"	Thornloe (New Liskeard P.O.)
Norfolk	Bloomsburg.
"	Delhi.
"	Port Dover.
"	Port Rowan.
"	Simcoe.
"	Waterford.
Northumberland	Brighton.
"	Campbellford.
"	Cobourg.
"	Cold Springs.
"	Colborne.
"	Gore's Landing.
"	Grafton.
"	Warkworth.
Ontario	Beaverton.
"	Brooklin.
"	Cannington.
"	Claremont.
"	Oshawa.
"	Pickering.
"	Port Perry.
"	Sunderland.
"	Uxbridge.
"	Whitby.
"	Zephyr.
Oxford	Beachville.
"	Brownsville.
"	Drumbo.
"	Embro.
"	Harrington.
"	Ingersoll.
"	Kintore.
"	Plattsville.
"	Norwich.
"	Otterville.
"	Princeton.
"	Tavistock.
"	Tilsonburg.
"	Thamesford.
Oxford	Woodstock.
Parry Sound	Burk's Falls.
"	Callander.
"	Depot Harbor.
"	Parry Sound.
"	Rosseau.
"	South River.
"	Sprucedale.
"	Trout Creek.
Peel	Alton.
"	Belfountain.
"	Bolton.
"	Brampton.
"	Caledon.
"	Claude.
"	Inglewood.
"	Lorne Park.
"	Mono Road.
"	Mono Mills.
"	Port Credit.
"	Streetsville.
Perth	Atwood.
"	Listowel.
"	Milverton.
"	Monkton.
"	Mitchell.
"	Shakespeare.
"	St. Mary's.
"	Stratford.
Peterborough	Hastings.
"	Lakefield.
"	Norwood.
"	Peterborough.
Prescott	Hawkesbury.
"	Vankleek Hill.
Prince Edward	Picton.
Rainy River	Dryden.
"	Fort Frances.
Renfrew	Admaston.
"	Arnprior.
"	Burnstown.
"	Cobden.
"	Douglas.
"	Forester's Falls.
"	Pembroke.
"	Renfrew.
"	White Lake.
Russell	Russell.
Stormont	Avonmore.
"	Berwick.
"	Cornwall.
"	Newington.
Simcoe	Alliston.
"	Angus.
"	Barrie.
"	Bradford.
"	Coldwater.
"	Collingwood.
"	Cookstown.
"	Creemore.

FREE AND PUBLIC LIBRARIES.—*Continued.*

Counties and Districts.	Cities, Towns and Villages.
Simcoe	Elmvale.
"	Hillsdale.
"	Lefroy.
"	Midland.
"	Orillia.
"	Penetanguishene.
"	Stayner.
"	Sunnidale, (New Lowell P.O.)
"	Tottenham.
Thunder Bay	Fort William.
Victoria	Bobcaygeon.
"	Cambray.
"	Fenelon Falls.
"	Kinmount.
"	Kirkfield.
"	Little Britain.
"	Lindsay.
"	Manilla.
"	Norland.
"	Oakwood.
"	Omemee.
"	Woodville.
Waterloo	Ayr.
"	Berlin.
"	Elmira.
"	Galt.
"	Hawkesville.
"	Hespeler.
"	Linwood.
"	New Dundee.
"	New Hamburg.
"	Preston.
"	Waterloo.
"	Wellesley.
Welland	Bridgeburg.
"	Fonthill.
"	Fort Erie.
"	Niagara Falls.
"	Port Colborne.
"	Ridgeway.
"	Thorold.
"	Welland.
Wellington	Alma.
"	Arthur.
"	Belwood.
"	Clifford.
"	Drayton.
"	Elora
"	Erin.
"	Ennotville.
"	Fergus.
Wellington	Glen Allan.
"	Guelph.
"	Harriston.
"	Morriston.
"	Mount Forest.
"	Palmerston.
"	Rockwood.
"	Speedside.
Wentworth	Dundas.
"	Hamilton.
"	Millgrove.
"	Lynden.
"	Saltfleet, (Stony Creek
"	Waterdown. [P.O.)
York	Aurora.
"	Bracondale.
"	Deer Park.
"	Don.
"	East Toronto.
"	Highland Creek.
"	Islington.
"	King.
"	Maple.
"	Markham.
"	Mount Albert.
"	Newmarket.
"	Queensville.
"	Richmond Hill.
"	Scarboro'.
"	Schomberg.
"	Stouffville.
"	Sutton, W.
"	Thornhill.
"	Toronto.
"	Toronto Junction.
"	Unionville.
"	Weston.
"	Woodbridge.

The above list may be classified as follows:—

Public Libraries reporting	221
Free Libraries reporting	130
Public Libraries not reporting	62
Free Libraries not reporting	11
Public Libraries incorporated since 1st December, 1907	4
Totals	428

I. Public Libraries (not Free).

The following extracts are taken from the annual reports for the year ending 31st December, 1907. (For details see Table A).

1. Classification of Public Libraries reporting.

Public Libraries with reading rooms	86
Public Libraries without reading rooms	135
Total	221

2. Public Libraries—Receipts and Balances on Hand.

The total receipts of 221 Public Libraries were	$50,020 13
Balances on hand	7,178 44

3. Public Libraries—Expenditure.

The total expenditure of 221 Public Libraries was	$42,841 69

4. Public Libraries—Assests and Liabilities.

Assets of 221 Public Libraries	$369,326 37
Liabilities of 221 Public Libraries	6,270 69

5. Number of Members in Public Libraries.

221 Public Libraries have 26,592 members.

6. No. of Volumes in Public Libraries and No. of Volumes Issued.

Number of Volumes in 221 Libraries	480,664
No. of Volumes issued in 221 Libraries	656,862

7. Reading Rooms in Public Libraries.

86 Public Libraries reported having reading rooms.
6 Libraries reported having periodicals for circulation.
92 Libraries subscribed for 1,780 newspapers and periodicals.

TABLE A.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (not free) for the year ending 31st December, 1907

Number.	Public Libraries.	Receipts.					Expenditures.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.								
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.					$ c.	$ c.
1	Abingdon	.....	.....	.....	6 91	6 91	3 80	3 11	40	319	284	.....	202 36	.....
2	Admaston	5 11	20 00	11 00	85 68	121 79	98 80	22 99	101	1,275	597	.....	663 00	.....
3	Alliston	10 70	.....	45 00	2 08	57 78	54 20	3 58	106	2,062	2,735	.....	1,583 95	23 00
4	Alma	24 13	21 00	20 50	5 65	71 28	63 48	7 80	140	1,388	902	.....	733 90	.....
5	Almonte	17 29	150 00	107 00	42 93	317 22	284 92	32 30	107	3,641	2,916	5	4,023 60	7 26
6	Angus	20 30	10 00	15 15	91	46 36	23 50	22 86	26	626	660	.....	375 00	.....
7	Arkona	.....	25 00	25 25	44 05	94 30	76 37	17 93	105	2,443	2,297	12	1,300 00	25 00
8	Arthur	67 51	200 00	64 50	179 08	511 09	507 87	3 22	106	3,526	2,519	29	2,415 00	75 00
9	Atwood	18 97	20 00	18 50	.....	57 47	36 44	21 03	100	1,459	5,460	.....	728 00	.....
10	Auburn	5 50	30 00	30 05	92 51	158 06	158 06	.....	108	1,167	1,614	8	799 83	55 00
11	Ayton	14 81	.....	49 55	30 49	94 85	53 29	41 56	106	726	392	.....	455 00	.....
12	Barrie	62 69	250 00	264 00	154 51	731 20	730 51	69	275	5,414	10,190	21	5,235 00	480 00
13	Bath	133 32	.....	98 50	36 09	267 91	184 03	83 88	112	623	2,713	15	420 82	38 00
14	Bayham	.....	.....	10 50	4 74	15 24	14 35	89	21	739	178	.....	375 00	.....
15	Baysville	20 09	5 00	5 10	17 97	48 16	46 41	1 75	102	484	1,133	.....	245 00	.....
16	Beachville	90 60	10 00	38 50	238 21	377 31	150 62	226 69	100	1,306	2,081	.....	940 07	.....
17	Beamsville	42 18	25 00	73 00	447 08	587 26	243 57	343 69	115	3,162	3,959	9	2,523 93	.....
18	Beaverton	52 47	50 00	107 50	45 45	255 42	254 59	83	195	1,688	2,287	26	1,420 48	.....
19	Belfountain	.....	.....	1 25	45 00	46 25	46 25	.....	100	1,400	1,000	.....	600 00	.....
20	Belmont	.....	.....	27 00	40 65	67 65	67 35	30	100	1,189	172	.....	1,003 92	.....
21	Belwood	24 99	30 00	33 00	6 69	94 68	94 48	20	102	1,801	2,208	.....	1,495 18	6 25
22	Bervie	.....	30 00	7 25	.....	37 25	34 58	2 67	32	1,631	275	.....	920 00	6 75
23	Blenheim	49 17	190 00	120 50	115 02	474 69	426 37	48 32	163	4,099	5,611	25	3,380 00	.....
24	Bloomsburg	.....	.....	.....	.....	.....	.....	.....	33	195	194	.....	55 00	.....
25	Blyth	.....	25 00	21 00	114 06	160 06	73 29	86 77	101	1,781	472	.....	758 00	.....
26	Bobcaygeon	35 58	75 00	72 90	165 65	349 13	228 24	120 89	137	2,518	3,440	20	2,334 00	.....
27	Bolton	49 77	65 00	63 50	75 17	253 44	251 85	1 59	127	2,658	3,873	21	1,777 66	.....
28	Bowmanville	47 33	125 00	119 00	44 21	335 54	333 10	2 44	126	3,648	4,389	22	2,842 44	.....
29	Bracondale	69 45	150 00	49 50	29 74	298 69	182 27	116 42	226	1,432	3,638	.....	1,120 17	.....
30	Bradford	14 85	.....	31 25	12 15	58 25	43 58	14 67	109	2,503	2,562	.....	1,931 37	30 00
31	Brigden	15 29	.....	25 58	24 34	65 21	60 85	4 36	60	991	1,527	.....	587 06	.....

32	Brooklin	46 43	55 00	30 75	30 51	162 69	129 37	33 32	173	2,487	2,750	.....	1,430 00	.....	
33	Brownsville	50 00	.....	64 10	68 05	182 15	163 53	18 62	102	339	2,570	.....	212 36	.....	
34	Brucefield	37 50	35 00	49 45	15 52	137 47	108 36	29 11	106	1,165	1,796	.....	777 65	.....	
35	Bunyan	29 75	5 00	8 25	75 47	118 47	115 24	3 23	147	809	569	.....	502 50	.....	
36	Burford	10 65	.....	33 05	93 03	136 73	131 60	5 13	110	2,090	2,944	11	1,522 83	70 00	
37	Burlington	93 20	150 00	61 00	653 58	957 78	785 05	172 73	139	2,897	6,085	25	7,929 76	.....	
38	Cambray	26 15	50 00	19 75	7 48	103 38	93 14	10 24	112	1,276	2,146	.....	921 52	.....	
39	Canfield	6 52	.....	8 00	30 40	44 92	44 60	32	112	808	261	.....	516 38	.....	
40	Cannington	.....	.....	117 80	66 32	184 12	170 60	13 52	140	2,377	4,030	14	2,060 57	.....	
41	Cargill	.....	30 00	27 25	191 05	248 30	140 36	107 94	109	2,354	2,159	.....	1,949 53	.....	
42	Carp	.....	10 00	33 50	67 37	110 87	102 25	8 62	105	1,379	1,848	.....	752 98	.....	
43	Chapleau	.....	.....	93 00	1,346 31	1,439 31	1,426 64	12 67	143	1,911	305	18	6,502 67	2,487 90	
44	Chatsworth	36 76	.....	48 25	36 13	121 14	92 50	28 64	106	2,755	5,633	13	2,012 52	24 80	
45	Cheapside	31 84	.....	21 00	8 73	61 57	58 60	2 97	110	1,769	1,048	.....	1,304 04	.....	
46	Claremont	46 56	40 00	29 50	8 43	124 49	119 62	4 87	122	2,820	2,350	.....	2,189 30	.....	
47	Claude	37 92	.....	.....	.....	37 92	27 35	10 57	*	3,105	2,053	.....	2,025 00	.....	
48	Cobourg	153 86	100 00	235 00	166 93	655 79	616 09	39 70	270	4,354	22,980	35	2,714 70	32 90	
49	Cockburn Island	.....	.....	7 15	12 82	19 97	12 62	7 35	10	281	141	1	160 00	40 00	
50	Cold Springs	.....	10 00	35 00	16 75	61 75	53 96	7 79	104	1,313	1,645	.....	800 00	20 00	
51	Coldstream	.....	10 00	26 20	111 05	147 25	113 68	33 57	104	1,746	2,859	11	762 00	12 82	
52	Comber	46 87	104 22	44 35	43 69	239 13	150 14	88 99	107	2,607	1,997	14	1,817 60	.....	
53	Copleston	.....	10 00	4 60	.....	14 60	14 60	.....	45	1,235	690	.....	775 61	.....	
54	Deer Park	112 44	25 00	45 25	26 87	209 56	204 33	5 23	152	1,110	4,117	.....	910 00	100 00	
55	Don	25 86	50 00	10 50	46 08	132 44	118 93	13 51	132	1,303	600	.....	948 65	.....	
56	Dorchester	7 38	.....	16 25	125 08	148 71	88 87	59 84	102	1,139	655	.....	700 00	.....	
57	Douglas	12 23	.....	8 00	5 61	25 84	25 84	.....	32	1,093	629	.....	790 42	5 61	
58	Dromore	.....	.....	5 50	.....	5 50	5 42	08	13	577	64	.....	298 59	.....	
59	Drumbo	50 59	5 00	51 50	44 39	151 48	136 72	14 76	108	1,531	2,855	.....	1,018 00	.....	
60	Dundalk	.....	120 00	59 75	4 50	184 25	143 80	40 45	62	2,788	1,786	.....	*	.....	
61	Dundas	129 20	350 00	205 00	193 37	877 57	877 57	.....	242	8,188	8,350	36	6,500 00	1 03	
62	Dunnville	51 64	150 00	78 00	61 87	341 51	336 85	4 66	101	3,487	7,191	.....	1,954 66	.....	
63	Dungannon	29 99	30 00	45 05	2 61	107 65	107 10	55	131	1,917	2,257	.....	305 00	.....	
64	Durham	54 75	50 00	68 33	54 51	227 59	221 12	6 47	109	3,955	4,471	28	3,230 00	.....	
65	Easton's Corners	.....	.....	33 00	53 43	86 43	55 08	31 35	47	1,191	19,75	.....	908 50	.....	
66	East Toronto	103 03	100 00	37 30	35 17	275 50	231 50	44 00	126	1,297	2,666	.....	1,033 20	.....	
67	Elmvale	.....	.....	31 00	6 90	37 90	37 90	.....	89	1,641	1,724	.....	1,000 00	35 95	
68	Elmwood	24 65	20 00	53 36	31 24	129 25	92 03	37 22	127	829	2.049	.....	534 79	.....	
69	Elora	84 48	169 20	162 75	135 86	552 29	526 80	25 49	173	9,856	7,214	19	7,800 00	12 00	
70	Elphin	.....	.....	.....	5 70	5 70	4 70	1 00	35	379	245	.....	200 00	.....	
71	Embro	56 20	35 00	76 25	17 06	184 51	158 60	25 91	112	5,657	4,812	13	4,610 49	.....	
72	Ennotville	50 75	25 00	15 25	90 23	181 23	150 40	30 83	150	3,464	908	.....	3,030 00	.....	
73	Essex	66 15	175 00	75 60	96 79	413 54	394 60	18 94	131	3,139	2,713	.....	2,886 00	.....	
74	Ethel	.....	20 00	14 00	22 94	56 94	36 15	20 79	30	1,918	1,185	.....	555 00	.....	
75	Fenelon Falls	38 96	125 00	92 10	242 16	498 22	356 47	141 75	100	4,047	3,830	29	3,025 00	35 00	
76	Fonthill	40 42	50 00	31 00	32 79	154 21	89 66	64 55	110	2,947	1,846	15	2,214 55	.....	

* Not reported.

TABLE A.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (not free) for the year ending 31st December, 1907.—*Continued.*

Number.	Public Libraries.	Receipts.					Expenditures.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.								
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.					$ c.	$ c.
77	Foresters' Falls	26 95	15 00	49 00	50	91 45	91 45	.....	190	900	2,122	.....	437 00	.....
78	Fort Erie	48 65	100 00	33 50	17 33	199 48	168 25	31 23	102	3,052	3,369	.....	1,885 00	.....
79	Fort William	213 15	250 00	415 00	195 52	1,073 67	1,048 57	25 10	415	2,993	7,505	42	2,987 49	320 00
80	Frankford	32 84	50 00	74 75	127 78	285 37	162 10	123 27	100	308	1,404	11	215 00	.....
81	Gananoque	112 89	250 00	201 00	20 65	584 54	559 67	24 87	194	4,164	10,657	37	3,344 52	.....
82	Glenmorris	11 48	50 00	26 60	68 20	156 28	114 32	41 96	100	2,584	982	11	1,860 00	.....
83	Gorrie	.....	15 00	46 00	69 65	130 65	127 89	2 76	101	1,835	1,091	.....	1,228 00	.....
84	Grafton	37 44	.....	32 00	108 12	177 56	134 19	43 37	100	168	159	.....	300 00	.....
85	Haileybury	.....	.....	17 00	224 06	241 06	234 81	6 25	107	174	224	25	172 68	19 95
86	Haliburton	39 17	25 00	31 75	8 98	104 90	82 69	22 21	127	1,059	2,159	.....	542 00	4 00
87	Harrington	12 71	.....	32 29	28 06	73 06	73 06	.....	101	1,026	1,641	.....	436 46	.....
88	Harrow	16 60	75 00	59 60	27 80	179 00	134 60	44 40	174	1,138	2,700	9	578 67	35 00
89	Hawkesbury	65 72	.....	34 00	59 65	159 37	153 41	5 96	108	749	1,209	.....	453 72	62 00
90	Hawkesville	7 30	25 00	13 35	17 32	62 97	43 79	19 18	112	866	903	.....	408 89	.....
91	Highland Creek	17 05	.....	16 00	75 40	108 45	101 58	6 87	112	1,555	592	.....	1,332 88	.....
92	Hillsdale	57 60	10 00	58 50	43 10	169 20	169 20	.....	110	1,235	1,685	.....	747 69	25 21
93	Holstein	50 37	.....	60 25	125 76	236 38	229 36	7 02	141	1,351	3,655	.....	919 05	.....
94	Honeywood	7 50	15 00	20 50	60 11	103 11	98 11	5 00	104	527	535	14	225 00	14 00
95	Huntsville	47 82	175 00	86 50	45 24	354 56	302 26	52 30	150	3,417	6,384	17	2,380 00	.....
96	Inglewood	.....	15 00	13 35	.....	28 35	27 50	85	32	1,833	882	.....	565 75	.....
97	Inwood	.....	5 00	37 57	63 39	105 96	105 96	.....	102	634	1,026	.....	354 40	2 00
98	Islington	35 75	25 00	48 05	18	108 98	108 90	08	134	1,999	1,917	6	1,152 60	.....
99	Jarvis	25 00	.....	74 90	65	100 55	99 60	95	102	3,194	1,883	18	1,550 00	153 75
100	Kemble	.....	.....	14 45	19 28	33 73	33 73	.....	38	1,000	430	.....	695 60	.....
101	Kingston	151 70	400 00	377 27	163 64	1,092 61	890 86	201 75	316	6,598	30,230	58	6,778 16	.....
102	Kinmount	.....	50 00	32 00	33 52	115 52	110 18	5 34	110	1,811	3,003	.....	1,365 50	.....
103	Kirkfield	33 70	50 00	29 25	61 88	174 83	148 97	25 86	108	1,862	1,328	.....	1,212 42	.....
104	Komoka	37 50	10 00	36 00	33	83 83	82 23	1 60	136	604	624	.....	418 39	.....
105	Lake Charles	14 64	.....	25 00	69 72	109 36	74 66	34 70	100	2,267	1,361	.....	1,535 08	.....
106	Lefroy	28 50	20 00	46 71	13 20	108 41	107 66	75	148	723	3,447	.....	325 00	.....

107	Little Britain	50 61	50 00	25 62	98 58	224 81	193 72	31 09	125	2,351	2,590	18	2,026 92	.....				
108	Lucknow	10 73	.....	27 60	97 33	135 66	135 66	.....	219	3,114	2,796	.....	1,575 00	.....				
109	Lynden	.....	15 00	32 90	13 30	61 20	61 20	.....	57	1,390	704	.....	715 89	.....				
110	Madoc	50 98	35 00	92 00	90 95	268 93	268 93	.....	154	2,505	4,947	.....	1,748 00	81 45				
111	Mallorytown	.....	.....	12 75	20 00	32 75	32 75	.....	86	1,392	1,316	.....	1,025 44	54 04				
112	Manilla	96 17	50 00	20 50	61 54	228 21	224 94	3 27	118	3,200	2,053	2	2,459 83	.....				
113	Manotick	.....	.....	24 50	35 53	60 03	60 03	.....	107	1,830	1,733	.....	1,230 89	21 58				
114	Maple	20 48	25 00	4 58	32 36	82 42	82 06	36	100	1,030	1,025	.....	890 00	.....				
115	Markham	33 20	20 00	60 00	320 01	433 21	286 22	146 99	240	3,444	6,416	.....	2,721 76	.....				
116	Meaford	54 85	100 00	114 10	148 46	417 41	338 26	79 15	160	3,067	4,745	31	2,359 84	.....				
117	Melbourne	.....	.....	22 00	25 49	47 49	47 10	39	39	866	329	.....	600 00	60 00				
118	Middleville	.....	.....	7 00	25 59	32 59	14 40	18 19	42	675	301	.....	225 00	.....				
119	Mildmay	18 36	45 00	11 35	10 87	85 58	47 64	37 94	165	2,028	1,246	.....	910 00	.....				
120	Milton	46 06	.....	59 50	127 74	233 30	233 26	04	133	3,564	3,162	9	4,500 00	.....				
121	Minden	23 76	25 00	27 00	32 33	108 09	107 81	28	108	1,425	2,781	.....	1,079 61	3 50				
122	Monkton	10 75	10 00	22 35	26 60	69 70	65 76	3 94	104	1,464	898	.....	1,062 00	161 97				
123	Mono Road	11 54	20 00	27 25	19 99	78 78	71 97	6 81	106	1,872	1,878	.....	1,134 00	.....				
124	Morrisburg	62 85	75 00	144 65	88 42	370 92	370 92	.....	133	3,019	4,007	30	1,475 00	72 30				
125	Morriston	11 99	.....	34 00	62 17	108 16	79 09	29 07	105	1,501	2,106	2	784 75	.....				
126	Mount Albert	.....	25 00	5 55	19 55	50 10	20 50	29 60	101	861	1,625	.....	615 00	.....				
127	Mount Brydges	.....	20 00	10 60	34 70	65 30	65 30	.....	32	930	540	.....	810 00	32 70				
128	Mount Forest	39 11	.....	94 30	519 07	652 48	303 04	349 44	110	3,351	2,464	13	3,341 37	.....				
129	Nanticoke	10 05	.....	16 75	27 02	53 82	49 95	3 87	101	2,091	1,207	.....	1,484 05	.....				
130	Napanee	180 68	250 00	171 00	199 72	801 40	610 89	190 51	179	5,370	13,099	35	4,252 51	.....				
131	Newburgh	18 47	40 00	37 25	39 59	135 31	112 92	22 39	111	2,096	918	14	1,245 82	27 00				
132	New Dundee	.....	30 00	24 75	89 42	144 17	144 17	.....	102	897	673	.....	531 02	23 02				
133	New Durham	25 17	.....	9 00	30 52	64 69	27 63	37 06	103	1,043	607	.....	551 68	.....				
134	New Hamburg	27 29	.....	50 27	178 13	255 69	251 24	4 45	129	3,359	*	.....	2,338 66	89 66				
135	Newington	.....	.....	19 50		75	20 25	20 25	.....	70	588	58	.....	1,843 00	.....			
136	Niagara	101 92	50 00	185 14	46 76	383 82	382 31	1 51	128	6,307	7,366	23	5,671 50	9 20				
137	North Gower	12 03	.....	32 25	57 67	101 95	101 74	21	104	2,025	1,542	.....	760 00	.....				
138	Norwich	43 34	50 00	95 75	7 45	196 54	183 39	13 15	105	2,151	4,075	14	1,360 00	.....				
139	Norwood	7 35	50 00	44 90	42 90	145 15	131 00	14 15	164	2,422	2,397	12	1,300 44	34 52				
140	Oakville	67 19	250 00	187 40	166 60	671 19	605 23	65 96	263	3,923	6,693	22	2,783 86	.....				
141	Oakwood	31 07	84 70	16 25	23 74	155 76	148 91	6 85	128	1,724	2,412	15	1,081 74	49 58				
142	Odessa	29 88	.....	31 60	182 32	243 80	226 11	17 69	114	1,166	1,587	14	2,200 00	50 00				
143	Omemee	48 24	100 00	45 00	186 00	379 24	360 35	18 89	118	939	1,838	23	693 30	.....				
144	Orillia	89 43	94 00	281 25	1 91	466 59	452 45	14 14	294	4,902	10,944	23	4,100 00	50 00				
145	Orono	15 60	.....	30 60	41 24	87 44	79 73	7 71	109	1,422	1,855	.....	1,201 21	50 00				
146	Owen Sound	105 04	200 00	115 50	44 99	465 53	436 47	29 06	272	7,452	9,372	26	5,000 00	.....				
147	Oxford Mills	.....	10 00	33 75	23 57	67 32	66 10	1 22	105	1,479	1,658	.....	1,038 22	.....				
148	Pakenham	.....	20 00	92 50	43 93	156 43	146 26	10 17	102	484	1,338	.....	400 00	17 50				
149	Peterborough	184 83	.....	306 34	833 14	1,324 31	1,126 52	197 79	332	10,763	12,528	87	13,295 09	35 00				
150	Pickering	34 79	40 00	35 40	22 45	132 64	95 54	37 10	114	1,954	1,980	17	1,156 67	25 00				
151	Pinkerton	24 15	8 00	26 75	5 53	64 43	64 42	01	107	1,756	925	.....	1,270 38	.....				

* Not reported.

TABLE A.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (not free) for the year ending 31st December, 1907. *Continued*

Number.	Public Libraries.	Receipts.					Expenditure.	Balance on hand.	Number of Members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.								
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.					$ c.	$ c.
152	Plattsville	52 37	10 00	45 75	48 07	156 19	153 89	2 30	124	1,562	3,673	.....	880 00	.....
153	Point Edward	.....	40 00	66 25	20 40	126 65	114 70	11 95	96	3,587	3,325	.....	3,737 26	.....
154	Poland	.....	.....	.....	10 00	10 00	10 00	.....	35	554	468	.....	465 00	.....
155	Port Arthur	176 59	875 53	209 50	26 16	1,287 78	1,253 69	34 09	346	3,236	7,035	27	4,095 17	.....
156	Port Credit	33 04	20 00	15 50	9 85	78 39	77 71	68	105	1,932	1,368	.....	1,275 00	.....
157	Port Dover	40 71	.....	102 50	128 83	272 04	230 39	41 65	113	1,327	3,265	14	830 62	.....
158	Port Elgin	27 40	20 00	30 00	125 57	202 97	166 36	36 61	105	3,172	2,274	19	2,040 00	.....
159	Port Hope	96 35	.....	308 80	47 76	452 91	442 41	10 50	233	4,765	9,033	35	3,750 00	.....
160	Port Perry	29 92	130 00	83 75	20 90	264 57	264 57	.....	135	2,327	3,995	28	1,125 00	37 71
161	Port Stanley	23 55	25 00	38 20	81	87 56	85 56	2 00	102	1,409	1,706	.....	1,030 00	.....
162	Priceville	.....	.....	7 50	13 60	21 10	18 10	3 00	17	340	340	.....	207 79	.....
163	Princeton	.....	.....	21 85	51 24	73 09	26 00	47 09	52	2,052	1,872	.....	1,500 00	.....
164	Queensville	22 97	25 00	23 50	25 77	97 24	86 55	10 69	126	2,184	3,144	.....	1,424 60	6 36
165	Richmond	18 53	.....	30 75	.....	49 28	36 67	12 61	82	1,583	1,379	.....	1,229 44	.....
166	Ridgetown	74 20	65 00	91 27	96 90	327 37	251 00	76 37	155	4,201	4,371	31	4,955 00	.....
167	Ripley	.....	80 00	30 75	221 38	332 13	190 95	141 18	163	2,050	7,840	.....	1,300 00	.....
168	Riversdale	14 99	15 00	4 90	4 03	38 92	37 51	1 41	20	1,128	1,178	.....	754 98	.....
169	Rockwood	43 48	.....	56 00	33 57	133 05	132 40	65	132	1,808	2,383	17	615 00	.....
170	Rodney	.....	.....	.....	.....	.....	.....	.....	74	.....	.....	.....	.....	.....
171	Romney	24 27	50 00	34 05	30 74	139 06	129 76	9 30	114	2,763	1,424	.....	2,161 76	36 00
172	Russell	46 92	.....	91 65	85 96	224 53	172 80	51 73	116	1,888	2,396	26	2,931 73	235 00
173	Saltfleet (Stony Creek)	50 00	50 00	34 50	29 57	164 07	162 75	1 32	138	1,422	2,484	.....	1,321 07	.....
174	Sault Ste. Marie	162 46	.....	48 50	1,397 65	1,608 61	1,268 72	339 89	423	1,102	5,277	26	946 00	.....
175	Scarboro'	64 73	.....	64 95	11 47	141 15	134 89	6 26	172	5,868	2,630	.....	4,348 79	.....
176	Scotland	32 35	.....	42 05	167 13	241 53	179 20	62 33	107	1,439	2,085	24	1,056 83	.....
177	Shakespeare	.....	.....	17 50	3 61	21 11	4 50	16 61	35	1,592	1,234	3	1,037 60	100 00
178	Shedden	27 40	.....	54 75	12 21	94 36	85 01	9 35	103	1,582	2,029	.....	821 35	.....
179	Smithville	55 04	40 00	41 75	28 03	164 82	164 74	08	125	1,262	5,112	.....	1,024 02	.....
180	Southampton	26 83	20 00	46 25	42 42	135 50	111 28	24 22	111	4,915	1,831	7	4,420 38	.....
181	South Mountain	85 88	.....	36 75	.....	122 63	120 84	1 79	104	559	3,329	.....	412 08	.....

182	South River				15 50	205 90	221 40	184 89	36 51	101	1,082	1,105		907 29		
183	Sparta	18 80			28 00	32 68	79 48	54 50	24 98	96	2,569	2,512		2,001 56		
184	Speedside	40 13			29 25	119 91	189 29	168 62	20 67	113	658	1,138		481 48		
185	Springfield		20 00		9 70	3 60	33 30	26 19	7 11	36	1,777	1,196		1,222 11	28 44	
186	Strathroy	136 70	100 00		180 00	130 45	547 15	541 53	5 62	227	6,960	26,920	24	6,250 00		
187	St. George	36 08	50 00		66 60	318 49	471 17	399 76	71 41	118	4,961	3,516	12	5,670 82		
188	St. Helen's	20 21	15 00		17 45	51 84	104 50	80 60	23 90	107	1,893	849		1,095 00		
189	Sunderland	22 87	55 00		9 25	65 51	152 63	149 60	3 03	113	2,123	1,100	25	1,625 00		
190	Sydenham	72 67	20 00		85 08	106 94	284 69	276 10	8 59	147	1,184	4,922	19	657 00		
191	Tavistock	137 46			81 00	405 49	623 95	463 30	160 65	108	4,025	4,504	25	2,102 00		
192	Teeswater	85 85	30 00		72 85	312 68	501 38	396 67	104 71	191	4,482	4,783	19	2,300 00		
193	Thamesville	29 54	75 00		96 50	115 18	316 22	262 19	54 03	114	3,788	1,983	16	3,241 00	185 63	
194	Thedford	21 63			50 25	15 62	87 50	76 50	11 00	100	2,405	3,594		1,215 00		
195	Thornbury	22 88	35 00		25 50		83 38	80 28	3 10	166	1,480	2,959		545 00		
196	Tilbury	22 62	125 00		44 00	6 78	198 40	146 27	52 13	102	2,057	1,771	13	1,571 57		
197	Tillsonburg	79 73	150 00		127 25	143 91	500 89	500 89		160	3,178	6,960	16	2,150 00	140 51	
198	Toronto Junction	99 17	400 00		182 50	236 21	917 88	648 87	269 01	232	4,147	6,636	29	2,900 00		
199	Trout Creek				6 25		6 25	6 25		20	1,319	923		1,018 84		
200	Tweed	153 34	30 00		157 70	78 85	419 89	413 29	6 60	301	797	7,584	5	637 44		
201	Underwood	34 58	35 00		27 50	90	97 98	96 75	1 23	110	2,747	2,350		1,170 00		
202	Unionville	35 25	25 00		22 71	7 16	90 12	87 43	2 69	113	955	2,265		700 00		
203	Vankleek Hill	32 82			53 32	41 92	128 06	121 94	6 12	129	1,381	1,897	1	1,252 58		
204	Victoria (Caledonia)		20 00		12 50	120 49	152 99	112 96	40 03	100	2,737	1,103		2,052 42		
205	Victoria Mines	29 43	50 00		36 00	62 66	178 09	110 39	67 70	108	581	895		458 00		
206	Walkerton	42 28	220 00		56 90	130 88	450 06	445 34	4 72	104	3,502	3,632	19	2,070 00	30 00	
207	Walton	3 19	30 00		20 00	22 25	75 44	72 34	3 10	107	1,186	2,369	10	355 00	60 00	
208	Wardsville		30 00		16 10	30 45	76 55	55 10	21 45	63	1,318	987		936 95		
209	Warkworth	12 19	35 00		51 00	171 98	270 17	256 46	13 71	105	1,163	718	10	665 00	154 00	
210	Waterdown	20 75	35 00		34 85	148 09	238 69	138 99	99 70	83	1,722	3,741	12	549 67		
211	Watson's Corners					9 74	9 74	25	9 49		335			140 00		
212	Welland	91 63	200 00		101 85	94 45	487 93	319 84	168 09	217	4,547	5,622	34	5,041 88		
213	Wellesley	58 33	25 00		22 25	82 24	187 82	140 79	47 03	121	1,971	3,029		1,430 65		
214	Westport	20 00					20 00	5 47	14 53	68	600	465		300 00		
215	Weston	47 52	70 00		56 00	97 72	271 24	269 61	1 63	104	3,456	3,996	26	2,434 63	28 95	
216	Whitby	70 90	100 00		85 50	93 26	349 66	270 59	79 07	105	3,710	6,478		2,300 00		
217	White Lake					36 38	36 38	7 50	28 88	40	822	538		300 00		
218	Williamstown	33 11	35 00		16 25	93 47	177 83	127 51	50 32	120	1,955	1,855		1,660 40		
219	Winchester	59 21			89 82	121 26	270 29	248 60	21 69	134	935	2,848	12	1,007 87	19 89	
220	Woodbridge	22 83			25 00	62 20	110 03	84 11	25 92	103	2,065	1,325	6	1,825 23		
221	Woodville	10 95	80 00		31 00	135 30	257 25	229 41	27 84	100	2,440	2,194	17	800 00		
	Totals	8,069 45	10,596 65		12,300 81	19,053 22	50,020 13	42,841 69	7,178 44	26,592	480,664	656,862	1,780	369,326 37	6,270 69	

II. Public Libraries, Free.

The following extracts are taken from the annual reports for the year ending 31st December, 1907. (For details see Table B.)

1. Classification of Free Libraries Reporting.

Free Libraries, with reading rooms	97
Free Libraries, without reading rooms	33
Total	130

2. Free Libraries—Receipts and Balances on hand.

The total receipts of 130 Free Libraries	$203,143 97
Balances on hand	16,422 91

3. Free Libraries—Expenditure.

The total expenditure of 130 Free Libraries	$186,721 06

4. Free Libraries—Assets and Liabilities.

Assets of 130 Free Libraries	$1,666,141 47
Liabilities of 130 Free Libraries	165,692 91

5. Numbers of Readers in Free Libraries.

Free Libraries report having had 174,655 readers.

6. No. of Volumes in Free Libraries, and No. of Volumes Issued.

Number of volumes in 130 Free Libraries	753,240
Number of volumes issued in 130 Free Libraries	2,102,881

7. Reading Rooms in Free Libraries.

97 Free Libraries reported having reading rooms.
97 Free Libraries subscribed for 4,168 newspapers and periodicals

TABLE B.– Receipts, Expenditures, Assets and Liabilities of Public Libraries (Free) for the year ending 31st December, 1907.

Number.	Free Libraries.	Receipts.					Expenditure.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.								
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.					$ c.	$ c.
1	Acton	54 18	190 00	.....	35 18	279 36	176 91	102 45	156	2,490	3,721	.....	2,581 00	.....
2	Ailsa Craig	39 31	90 00	3 66	142 52	275 49	67 30	208 19	142	2,840	3,310	...	2,105 00	.....
3	Alton	51 09	15 00	.....	25 56	91 65	27 20	64 45	151	4,733	4,309	.....	4,826 82	.....
4	Amherstburg	174 20	300 00	54 70	270 34	799 24	724 66	74 58	460	4,175	11,602	29	8,694 58	.....
5	Arnprior	33 03	100 00	.....	97 67	230 70	169 41	61 29	267	2,649	3,737	.....	1,411 29	.....
6	Aurora	64 39	150 00	.....	163 67	378 06	359 34	18 72	332	3,267	7,188	.....	3,895 72	900 00
7	Aylmer	115 21	325 00	15 10	70 36	525 67	516 55	9 12	577	4,852	12,927	32	4,421 40	8 50
8	Ayr	48 03	190 00	4 55	34 46	277 04	276 60	44	316	3,396	6,202	25	1,825 00	....
9	Berlin	250 00	2,612 91	.....	84 00	2,946 91	2,892 75	54 16	1,078	9,231	17,234	100	34,312 68	.....
10	Belleville	250 00	1,000 00	.....	448 16	1,698 16	1,600 60	97 56	2,639	7,342	33,202	51	5,600 00	.....
11	Bothwell	80 16	150 00	.....	130 98	361 14	237 73	123 41	146	2,678	3,882	.....	1,675 00	.....
12	Bracebridge	127 74	355 00	27 30	301 30	811 34	808 93	2 41	550	3,927	9,459	24	3,462 87	.....
13	Brampton	118 47	600 00	.....	154 22	872 69	872 69	.....	511	5,028	13,988	22	3,400 00	.....
14	Brantford	250 00	4,401 00	11 50	444 95	5,107 45	5,107 45	.....	4,085	21,675	92,877	109	57,700 00	311 10
15	Brighton	69 39	195 00	.....	23 71	288 10	256 12	31 98	275	3,274	5,280	27	1,631 98	.....
16	Brockville	250 00	1,300 00	31 25	303 35	1,884 60	1,779 11	105 49	2,995	11,401	35,200	63	22,900 00	80 96
17	Brussels	86 62	208 00	.....	107 39	402 01	339 09	62 92	175	3,647	3,616	26	2,200 00	.....
18	Burk's Falls	57 82	135 00	.....	16 74	209 56	194 72	14 84	313	2,671	3,755	22	1,150 00	.....
19	Caledon	26 15	15 00	4 50	58 55	104 20	95 30	8 90	104	3,394	2,230	6	2,801 79	.....
20	Caledonia	.....	75 00	.....	18	75 18	59 80	15 38	*	3,644	*	.....	1,750 00	6 74
21	Camden, E	12 31	.....	.....	37 84	50 15	43 58	6 57	121	1,980	475	14	1,101 57	177 79
22	Cardinal	30 41	150 00	1 00	47 05	228 46	191 77	36 69	222	4,929	3,072	14	1,100 00	.....
23	Carleton Place	106 56	300 00	.....	248 01	654 57	474 18	180 39	310	4,815	7,744	27	3,550 00	.....
24	Cayuga	.....	75 00	8 70	140 23	223 93	213 50	10 43	108	1,899	1,161	.....	1,040 00	.....
25	Chatham	186 06	1,723 07	.....	388 49	2,297 62	1,875 65	421 97	1,112	7,304	26,513	40	26,570 78	.....
26	Chesley	71 02	240 00	.....	101 55	412 57	274 46	138 11	246	2,259	5,745	17	1,030 00	.....
27	Chesterville	13 60	40 00	.....	22 51	76 11	48 75	27 36	330	1,762	6,020	.....	1,568 50	.....
28	Clifford	61 98	100 00	11 50	2 57	176 05	176 05	.....	234	4,169	2,078	.....	2,310 27	2 57
29	Clinton	131 53	315 00	100 40	310 98	857 91	744 36	113 55	773	4,846	15,694	46	13,900 00	.....
30	Collingwood	149 90	1,825 00	.....	609 16	2,584 06	2,563 65	20 41	636	6,131	13,392	40	36,659 87	181 42
31	Cornwall	130 89	600 00	.....	146 23	877 12	855 35	21 77	830	4,209	17,432	48	11,321 45	140 00
32	Creemore	11 98	30 00	3 50	6 11	51 59	45 88	5 71	100	1,292	870	.....	584 11	.....
33	Delhi	37 06	125 00	20 66	28 32	211 04	181 18	29 86	*	1,906	2,379	11	1,530 00	....

* Not reported.

TABLE B.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (Free), etc.—*Continued.*

Number.	Free Libraries.	Receipts.					Expenditure.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.								
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.					$ c.	$ c.
34	Deseronto	131 74	600 00	.....	125 21	856 95	722 58	134 37	887	5,382	34,346	42	3,246 00	.....
35	Drayton	12 90	150 00	16 25	512 96	692 11	673 39	18 72	618	*	3,767	14	1,599 00	202 57
36	Dutton	45 80	100 00	.....	156 47	302 27	188 20	114 07	165	2,075	3,021	10	1,660 55	9 99
37	Elmira	70 00	260 00	1 00	77 22	408 22	250 83	157 39	183	2,588	4,314	23	2,401 39	26 83
38	Erin	19 71	65 00	2 50	7 03	94 24	90 66	3 58	159	2,190	3,924	.....	1,587 87	.....
39	Exeter	80 19	150 00	20 00	19 46	269 65	265 47	4 18	500	4,825	10,132	25	2,600 00	.....
40	Forest	61 33	200 00	.....	95 67	357 00	306 25	50 75	430	4,192	9,794	18	3,450 00	92 95
41	Galt	250 00	2,062 00	.....	124 69	2,436 69	2,161 34	275 35	2,347	7,379	37,811	65	33,500 00	1,000 00
42	Garden Island	103 56	250 00	43 70	109 70	506 96	459 31	47 65	130	6,487	1,739	31	4,222 33	.....
43	Georgetown	74 93	200 00	8 50	151 77	435 20	331 33	103 87	268	3,309	7,540	24	2,682 10	.....
44	Goderich	133 72	615 00	.....	370 16	1,118 88	874 95	243 93	700	4,515	12,744	33	11,800 00	.....
45	Grand Valley	53 70	200 78	.....	74 36	328 84	251 95	76 89	217	2,878	3,042	18	1,750 00	.....
46	Grantham (St. Catharines P.O.)	45 23	50 00	.....	86 32	181 55	138 04	43 51	276	2,714	2,403	.....	1,770 00	.....
47	Gravenhurst	15 08	65 00	.....	14 79	94 87	87 30	7 57	231	2,406	5,017	.....	1,182 57	34 10
48	Grimsby	108 68	400 00	1 00	30 66	540 34	474 04	66 30	749	5,056	16,301	33	4,151 09	.....
49	Guelph	250 00	2,200 00	.....	325 35	2,775 35	2,730 56	44 79	1,525	13,155	62,611	59	37,137 53	.....
50	Hagersville	26 61	133 48	13 45	2 18	175 72	123 68	52 04	162	2,136	5,457	14	1,548 00	.....
51	Hamilton	250 00	16,600 00	.....	1,067 96	17,917 96	15,778 27	2,139 69	17,797	33,493	175,896	237	78,825 00	7,198 00
52	Hanover	.....	281 62	25 18	41 95	348 75	323 78	24 97	264	1,235	3,241	.....	898 95	.....
53	Harriston	109 86	225 00	4 50	50 69	390 05	231 21	158 84	468	4,938	8,212	39	3,200 00	.....
54	Hensall	7 20	104 41	.....	112 98	224 59	191 68	32 91	216	1,689	3,728	.....	1,315 21	.....
55	Hespeler	74 06	265 00	.....	158 99	498 05	498 05	.....	469	3,896	10,160	28	2,750 00	.....
56	Ingersoll	134 73	600 00	.....	128 04	862 77	809 03	53 74	1,000	5,035	14,740	27	2,500 00	.....
57	Kemptville	103 62	312 00	.....	77 62	493 24	397 82	95 42	338	2,032	7,309	23	1,699 41	37 80
58	Kincardine	80 99	300 00	.....	88 79	469 78	373 21	96 57	450	3,744	10,207	44	2,867 00	38 00
59	Kingsville	75 40	300 00	.....	124 43	499 83	459 54	40 29	166	2,355	4,333	25	1,790 29	36 00
60	Lakefield	52 78	125 00	.....	41 67	219 45	215 70	3 75	150	1,562	2,462	18	685 00	60 00
61	Lanark	31 36	124 00	.....	27 90	183 26	166 40	16 86	278	1,870	3,485	.....	1,350 00	3 82
62	Lancaster	2 69	50 00	.....	26 36	79 05	59 85	19 20	223	3,499	2,543	14	5,034 80	.....
63	Leamington	87 43	300 00	.....	155 30	542 73	527 92	14 81	450	2,552	7,318	27	1,850 00	.....
64	Lindsay	223 19	1,120 05	18 08	51 55	1,412 87	1,375 89	36 98	960	5,085	21,557	67	17,105 25	194 13
65	Listowel	60 61	500 00	42 62	58 79	662 02	561 14	100 88	450	3,331	7,404	17	11,500 00	.....

66	London	250 00	8,698 06		2,263 85	11,211 91	11,090 06	121 85	8,107	20,928	74,082	1 34	67,579 98	29,000 00
67	Markdale	56 87	125 00		37 01	218 88	218 88		149	3,079	2,938	15	3,000 00	5 73
68	Marlbank	31 89			33 17	65 06	42 47	22 59	285	769	1,008	19	606 88	
69	Matilda (Iroquois P.O.)	8 86			30 96	39 82	37 80	2 02	210	501	10,141		351 82	
70	Merrickville	25 70	200 00	5 80	122 05	353 55	325 73	27 82	171	3,160	4,046		2,580 34	
71	Merritton	25 11	125 00		78 20	228 31	129 76	98 55	500	2,202	4,657		1,508 40	
72	Midland	111 87	441 00		59 36	612 23	483 68	128 55	665	3,551	11,636	34	1,789 00	
73	Millbrook	76 11	175 00		167 61	418 72	317 90	100 82	210	2,380	7,897	29	1,750 82	200 00
74	Mitchell	77 13	335 00	17 40	158 98	588 51	424 38	164 13	240	4,404	10,004	23	5,348 13	
75	Newmarket	65 15	275 00	8 85	40 93	389 93	349 37	40 56	748	2,552	12,515	27	1,346 44	
76	Niagara Falls	191 39	1,450 00	40 30	119 37	1,801 06	1,796 22	4 84	1,200	8,527	22,488	43	7,800 00	
77	North Bay	100 44	250 00		18 60	369 04	332 27	36 77	371	2,451	5,440	14	1,900 00	
78	Orangeville	127 22	702 25		161 74	991 21	547 74	443 47	325	4,440	6,260	29	4,100 00	
79	Oshawa	128 82	700 00		141 83	970 65	850 58	120 07	906	5,059	7,135	39	3,950 00	
80	Ottawa	250 00	10,000 00		16,630 00	26,880 00	22,337 12	4,542 88	19,500	24,000	139,451	191	187,500 00	76,000 00
81	Otterville	21 36	49 27		5 00	75 63	36 22	39 41	121	922	1,249		499 13	
82	Paisley	62 57	195 00	17 00	15 18	289 75	288 99	76	276	4,755	5,227	20	3,200 00	
83	Palmerston	107 14	360 00	28 00	534 02	1,029 16	1,029 16		417	2,337	6,927	23	13,550 00	202 90
84	Paris	240 59	709 32	8 00	248 57	1,206 48	1,151 40	55 08	505	6,865	11,729	44	14,555 08	
85	Parkhill	4 46			39 39	43 85	31 55	12 30	390	2,327	2,778		1,287 30	
86	Parry Sound	70 04			283 56	353 60	232 03	121 57	159	2,260	2,564		1,325 00	
87	Pembroke	250 00	743 00		255 39	1,248 39	1,084 92	163 47	900	4,154	12,445	45	2,238 47	41 63
88	Penetanguishene	83 52	300 00	26 72	11 51	421 75	421 75		432	4,530	8,875	12	3,436 33	11 51
89	Perth				1,423 60	1,423 60	1,350 13	73 47	83	2,665	83	36	13,250 00	300 00
90	Picton	243 60	770 42		187 71	1,201 73	1,010 34	191 39	698	3,520	12,744	50	15,415 77	
91	Port Carling	34 56	113 34	9 25	27 64	184 79	184 32	47	142	1,673	1,488	15	770 00	2 50
92	Port Colborne	52 08	100 00		66 62	218 70	160 11	58 59	519	2,270	5,029		1,544 12	
93	Prescott	123 85	250 00		111 76	485 61	485 12	49	617	5,824	9,774	26	5,350 00	52 00
94	Preston	136 44	350 00		73 95	560 39	479 81	80 58	600	7,040	13,104	35	7,160 00	
95	Rat Portage (Kenora)	77 40	705 88	3 00	353 73	1,140 01	1,136 51	3 50	*	4,535	1,589	30	3,575 34	320 28
96	Renfrew	35 86	300 00		95 52	431 38	192 09	239 29	300	3,664	6,267		3,637 22	157 42
97	Richmond Hill	47 66	100 00	2 50	68 82	218 98	189 74	29 24	115	3,440	2,660	19	1,640 00	
98	Ridgeway	43 93	25 00	16 80	56 40	142 13	115 73	26 40	115	1,740	2,711		1,300 63	
99	Sarnia	250 00	2,103 57		2,507 03	4,860 60	4,447 97	412 63	2,201	6,537	40,941	70	26,684 21	
100	Seaforth	115 81	465 00	7 60	52 12	640 53	543 48	97 05	494	4,977	11,076	20	4,197 05	200 00
101	Shelburne	73 02	200 00		83 45	356 47	287 27	69 20	200	2,832	4,068	29	2,100 00	
102	Simcoe	235 01	559 64		404 44	1,199 09	1,021 88	177 21	721	6,628	13,059	47	7,677 21	
103	Smith's Falls	192 85	1,100 00	6 00	116 65	1,415 50	1,375 64	39 86	1,192	4,906	20,380	42	18,400 00	
104	Stayner	22 41	75 00	6 61	2 73	106 75	106 75		294	1,971	4,131		1,353 29	
105	Stirling	34 18	129 72		81 30	245 20	190 04	55 16	229	898	4,046		447 34	
106	Stouffville	88 61	170 00	7 50	123 95	390 06	338 43	51 63	389	4,589	9,226	31	4,600 00	
107	Stratford	261 53	1,500 00	6 00	596 29	2,363 82	1,896 98	466 84	1,606	8,357	38,124	48	20,227 00	130 00
108	Streetsville	36 08	70 00	5 00	140 07	251 15	232 61	18 54	260	2,700	4,159	21	2,800 00	262 50

*Not reported.

TABLE B.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (Free), etc.—*Continued.*

Number.	Free Libraries.	Receipts.					Expenditure.	Balance on hand.						Assets	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees	Balances and other sources.	Total receipts.			Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.			
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.						$ c.	$ c.
109	St. Catharines	250 00	2,500 00	.....	648 58	3,398 58	3,138 38	260 20	3,100	10,464	37,379	56		40,000 00	.....
110	St. Mary's	145 84	700 00	.....	156 19	1,002 03	920 85	81 18	520	6,132	19,312	34		3,090 00	.....
111	St. Thomas	250 00	2,375 00	116 52	392 90	3,134 42	3,108 33	26 09	1,150	8,746	20,793	61		33,700 00	.....
112	Tara	27 76	220 00	12 75	40 95	301 46	208 94	92 52	108	1,748	1,888	11		1,950 00	.....
113	Thessalon	18 75	75 00	.....	3 57	97 32	95 46	1 86	122	2,193	1,366	17		1,666 13	.....
114	Thornloe (New Liskeard)	85 84	200 00	.....	84 25	370 09	338 85	31 24	320	1 358	3,150	.....		950 61	.....
115	Thorold	59 06	325 00	.....	7 41	391 47	373 99	17 48	506	5,547	9,283	15		5,737 65	20 00
116	Toronto	250 00	43,168 31	.....	3,483 46	46,901 77	46,858 72	43 05	59,685	142,402	358,010	498		457,892 91	47,720 07
	" Yorkville Branch	.....	2,788 69	.....	90 92	2,879 61	2,879 61	.....	1,224	7,399	35,209	69		36,302 58	.....
117	Tottenham	.....	.....	.....	49 00	49 00	49 00	.....	69	2,283	1,324	.....		1,260 00	39 00
118	Trenton	.....	300 00	10 00	23 57	333 57	333 57	.....	300	2,293	5,000	33		2,379 06	250 00
119	Uxbridge	66 32	275 00	32 37	184 10	557 79	557 79	.....	638	6,940	6,026	30		9,850 00	34 10
120	Walkerville	228 72	2,049 74	25 75	513 47	2,817 68	2,584 87	232 81	455	2,203	14,481	18		4,783 30	.....
121	Wallaceburg	107 07	614 73	.....	136 59	858 39	576 55	281 84	382	3,962	7,760	36		3,147 22	.....
122	Waterford	.....	63 65	12 95	15 59	92 19	72 75	19 44	109	1,500	1,572	.....		950 00	.....
123	Waterloo	171 74	959 66	1 00	139 08	1,271 48	1,271 48	.....	583	8,578	11,656	47		8,356 27	.....
124	Watford	51 38	183 00	.....	87 77	322 15	321 05	1 10	244	3,164	5,173	23		1,650 00	.....
125	Westford	22 20	20 00	.....	7 34	49 54	47 63	1 91	103	1,671	411	.....		1,300 63	.....
126	Wiarton	23 22	200 00	.....	95 77	318 99	147 50	171 49	340	3,631	4,112	12		3,046 34	.....
127	Windsor	250 00	3,650 00	.....	475 58	4,375 58	3,995 36	380 22	1,619	15,894	46,359	80		46,841 00	.....
128	Wingham	134 45	325 00	78 96	13 78	552 19	551 66	53	487	4,436	10,215	51		2,840 00	.....
129	Woodstock	250 00	2,040 00	.....	245 82	2,535 82	2,460 54	75 28	1,320	7,630	39,511	49		4,400 00	.....
130	Wroxeter	18 74	115 00	8 35	47 81	189 90	173 26	16 64	189	4,729	3,888	.....		444 45	.....
	Total	12,748 40	144,906 57	1,016 08	44,472 92	203,143 97	186,721 06	16,422 91	174,655	753,240	2,102,881	4,168		1,666,141 47	165,692 91

The Ontario Library Association.

The annual meeting of the Association was held in the Canadian Institute, Toronto, April 20th and 21st, 1908.

The following officers were elected:—

President: Rev. W. A. Bradley, B.A., Berlin.
First Vice-President: His Honor Judge Hardy, Brantford.
Second Vice-President: A. W. Cameron, B.A., Streetsville.
Secretary: E. A. Hardy, B.A., Toronto.
Treasurer: A. B. Macallum, Phd., F.R.S., Toronto.
Councillors: James Bain, D.C.L., Toronto; L. J. Burpee, B.A., Ottawa; W. F. Moore, Dundas; Miss Janet Carnochan, Niagara-on-the-lake; David Williams, Collingwood; C. R. Charteris, M.D., Chatham; Norman Gurd, B.C.L., Sarnia.

The principal features of the meeting were:—

The President's address: Norman Gurd, B.C.L.
Report of Secretary: E. A. Hardy, B.A.
Report of Treasurer: Prof. Macallum.
Report of Committee on Library Institutes.
Report of Committee on Binding and Demonstration: E. D. Henwood.
Address by Miss Ahern, of Chicago, editor of Public Libraries.
The Cutter Expansion System: C. H. Gould, McGill University, Montreal.
The Dewey Decimal Classification: Miss Hester Young.
How the Decimal System was installed in Streetsville: A. W. Cameron.
The Card Catalogue: Miss Rothwell.
Library Work for Children: Miss P. Spereman, (followed by discussion).
Address by Mr. Justice McLaren.
Demonstration, How to Number Books: Miss Schmidt.
The Question Drawer.
Some Library Problems; Mr. Leavitt.
The Public Library and the local clubs and kindred organizations in its own town or village: Rev. W. A. Bradley.

As the proceedings of the annual meeting have been published by the Education Department it is not necessary that a lengthy notice should be included in this report. Copies of the proceedings may be obtained upon application to the Deputy Minister of Education, Toronto.

During the past year the officers and executive of the Association have been untiring in their efforts in behalf of library advancement in the Province. Of their time and energy they have given freely.

The Secretary, Mr. Hardy, is deserving of special commendation, his ripe experience being generously placed at all times at the disposal of library boards and librarians seeking for information.

Library Institutes.

During the year 1908 three Public Library Institutes have been held; one at Brantford, the others at Chatham and Niagara Falls. The meetings were well attended by librarians and members of library boards. A strong feature in each programme was the consideration of the financial and other problems of the small library, and how to remedy defects and overcome difficulties. The major part of the work of the Institutes has been done by

officers of the the Ontario Library Association. At Brantford (the second meeting of the Institute) several papers, excellent in scope and character, were read by local delegates. In the near future it is the intention of the Department to extend the system of Library Institutes so as to practically cover the Province.

Canadian Heroes Series.

The Story of Isaac Brock.

The first volume of the Canadian Heroes Series, published under the auspices of the Ontario Library Association has made its appearance.

The Story of Isaac Brock is from the pen of Mr. Walter R. Nursey. It has been told in a charming and original manner, covering, as it does, the boyhood of the hero of the battle of Queenston Heights, the central figure in a period most critical in the history of Canada, when our country was saved for the British Crown and the wave of invasion thrown back through the patriotism of the militia of Upper Canada, led on to victory by General Brock.

From a national point of view it is desirable that every boy and girl in Ontario should read the book, which is replete with action, adventure, dauntless courage, perseverance and heroism.

The publisher is to be congratulated upon the mechanical appearance of the volume. The paper is excellent, the binding attractive and reinforced, the type clear, while the illustrations are equal to the best work turned out in England or the United States. The colour work is from original drawings made by Canadian artists; the other illustrations being printed in sepia.

Special Library Work by Miss Patricia Spereman.

Recognizing the vital importance of children's work in the Public Libraries the Minister of Education secured the services of Miss Patricia Spereman, children's librarian of the Sarnia library. Miss Spereman had given careful study to the problems incidental to a children's department and was therefore specially qualified for the position.

She has visited a considerable number of libraries during the past eight months and the reports show that the work done has been highly beneficial in character.

The Department procured for her a collection of Perry pictures, which were mounted on cardboard for convenience in carrying.

At a later date she was furnished with a binding and repair outfit, the invention of Mr. Henwood, of the Brantford Public Library.

The following report furnishes an outline of the work done and the libraries visited. It should be noted that no charge is made for Miss Spereman's services or expenses.

Report of Miss Patricia Spereman.

Children's Librarian.

This report covers the period of seven months. In addition to organizing the Children's Departments, I have catalogued and classified a number under the Dewey Decimal system. Instructions have been given in repair-

ing and mending books, also in bookbinding. In several of the libraries visited lack of funds prevented the library Boards from having the necessary improvements made. The following is a list of the libraries visited and a brief account of the work done.

Brantford. This library contains about 2,400 well selected books for children, but as a separate room has not been set aside for the children the books are shelved in the main stack room, to which free access is not allowed, consequently the children are restricted in making their selections. The library possesses an excellent museum which should be utilized to illustrate the "Story Hour." I gave one "Story Hour" in Victoria Hall with an attendance of about 600 children. Another "Story Hour" was held in the Central School, in the Kindergarten room, the attendance being 60. The members of the library board decided to give the establishment of a Children's Department careful consideration in the near future. There are four members of the library staff, I therefore recommend that one should be appointed children's librarian.

Wallaceburg. The library contains about 500 children's books, mostly fiction. The limited books, non-fiction, are well selected and the Board has decided to strengthen this section in the future and avoid excess of fiction. A beautiful room has been allotted to the children. It is fitted with small tables and chairs. Excellent pictures adorn the walls while magazines, suitable in character, have been supplied. I found most of the children's books in the main stack room and had them removed to the children's room where shelves had to be built. The children are given free access to the shelves of their department. No age limit exists. Two "Story Hours" were given; one with an attendance of 100, the other with an attendance of 250. Only one librarian is employed. The "Story Hour" is to be continued by the teachers in the different schools.

Windsor. The children's section contains about 1,400 books. As the Library Board was not quite ready for my services further action was delayed; the intention being to have a children's room established and special attention devoted to the selection of the books.

Orangeville. The children's department contains about 300 books. In the past they were kept in the main stack room. At my suggestion the Board had shelves placed in the corner of the reading room and the books removed there where the children have free access to the shelves. The collection is defective but new books are being purchsed which are of the highest character. One "Story Hour" was given with an attendance of about 250 children. Only one librarian is employed. The Board will attempt to continue the "Story Hour." No age limit exists in this library.

Gorrie. The library contains about 175 children's books, mostly fiction. No system existed and in consequence it was necessary to classify and arrange both the adult and children's departments. The books could not be catalogued as no funds existed for defraying the necessary expenses for material. etc. The members of the Library Board are very anxious to improve the library but under the conditions little can be accomplished. One "Story Hour" was given to about 150 children. Free access to the books is permitted, with no age limit for children.

Goderich. The library contains 250 books for children. Little or no attention has been paid to this department, but the members of the Board are a unit in favour of improvements. One "Story Hour" was given, the attendance being about 75. The age limit has been removed but free access is not permitted to the books.

Wingham. The library contains about 200 children's books. Very little attention is paid to the children's department, and some of the members of the Board did not seem very favourably disposed to establish a children's section. I assisted in classifying and cataloguing the library; I also gave instructions in mending and repairing books. Free access is allowed to the shelves.

Wiarton. In this library not the slightest attention has been paid to the children. None of the books were classified and no catalogue existed. I established a children's department in which there are about 150 books, and classified and catalogued the whole library. The members of the Board are very anxious to have a good children's library and will purchase new books to strengthen this section. Free access to the shelves is allowed and no age limit exists.

Brampton. In the children's department of this library I found about two hundred books, mostly fiction. The last purchase was made from books of travel, history, etc., and it is the intention of the library Board, in the future, to confine purchases to the better class of juvenile literature. I gave one Story Hour, with an attendance of 150. I also instructed the librarian in classifying, cataloguing and marking books.

Streetsville. This library contains about 150 children's books, well selected, classified and catalogued according to the Dewey Decimal system. Free access is allowed to the shelves and the children are encouraged in every way to become members of the library. I gave one "Story Hour" with an attendance of about 75 children. The "Story Hour" is to be continued by the teachers of the Public School. Several excellent magazines for children are taken for the Reading Room. The library, though small, is a model for other libraries in the Province.

Palmerston. The Board was not ready for my services but it was decided that in the near future a children's section should be established and a room remodelled for such purpose. The choice of books for the children was defective but a change for the better will be made. Free access to the books is not permitted.

Markdale. This library contains about 300 books for children. The Board is desirous of strengthening this department. The books have been well selected. No age limit exists and free access is allowed to the shelves except fiction.

Richmond Hill. The Library Board could do nothing in the children's department for lack of funds.

Niagara Falls. The children's department is one of the best I have visited. The children's books are arranged in the main reading room, where free access is permitted. There is no age limit. In this section the very best books have been purchased, the Board keeping it up to date by securing the new publications of value for the children. Five children's magazines are taken and large picture books are placed on the tables. The branch library, at Niagara Falls south, is conducted along the same lines as is the main library. The books in both libraries are classified and catalogued under the Dewey Decimal system. The charging system is also excellent. The children are provided with a separate card catalogue. For lack of room it will be almost impossible to establish a "Story Hour." The Board is active, progressive and painstaking and everything possible will be done for the children. I gave instructions in repairing and binding of books.

Simcoe. This library contains about 300 children's books. The selection is very good. The members of the Board are anxious to advance this department and make it equal to the best in towns of equal population. I cata-

logued and classified the children's library according to the Dewey Decimal system. I gave three "Story Hours," one at the Collegiate Institute and two in the Public Schools, with a total attendance of about 300. During my second visit I instructed the librarian in bookbinding and repairing.

Galt. Taking into consideration the importance of the town the children's department is not as advanced as it should be. The librarian is an enthusiastic worker in the child-field and has established a children's "Story Hour." She should be encouraged and assisted by the Library Board. Several important improvements may be expected in the near future. I gave one "Story Hour," with an attendance of about fifty children. Instructions were also given in bookbinding and repairing.

Ingersoll. This library contains about 300 children's books. The members of the Board as well as the librarian are very anxious to bring this department up to the highest standard. The intention is to buy extensively books of the best selections for children and in every way try to advance their interests. Three "Story Hours" were given; one to the teachers on the staff of the Public Schools and two for the children. The attendance was about 500. I predict that this library, in the near future, will possess one of the best children's departments in the Province. Instructions were given in bookbinding and repairing.

Reading Camp Association.

During the past year the Education Department has loaned to the Reading Camp Association a large number of Travelling Libraries for use in lumber, mining and construction camps in New Ontario. As reports covering the circulation of the books in the camps have not been received in many instances it is impossible to estimate the work done. It is recognized that great drawbacks confront all attempts made to furnish reading matter to frontier labourers, one of the most serious being the high percentage of the books which have been lost in some camps. The books must be paid for by the Association; a heavy drain upon the finances, which should, if possible, be avoided in the future.

This Department has, in addition to the books loaned, sent out supplies of scribblers, pens, ink, pencils, copy books, elementary readers and other aids for the use of foreigners in the camps who were anxious to obtain some knowledge of the English language.

Second Annual Library Institute, Brantford.

The second annual meeting of the Library Institute for the Counties of Brant, Oxford, Norfolk and Wentworth was held at the Brantford Public Library, on Wednesday morning, August 11th, 1908, at 10.30, the following delegates being present:—

A. W. Cameron, M.A., and Mrs. A. W. Cameron, Streetsville; G. Bettschen, Esq., and Miss Nellie Kriesel, New Dundee; Miss Margaret MacLeod, Harrington; Adam Hunter, Esq., Hamilton; Miss Annie H. Jackson, Simcoe; Miss Amelia E. Paldon, Norwich; Philip Kelly, Esq., New Durham; J. S. Gibson, Esq., Ingersoll; James Carrigill, Esq., Elmira; Dr. E. E. Kitchen, R. G. Lawrason, Esq., and A. E. Green, M.A., St. George; A. M. Malcolm, Esq., and Miss Gertrude C. Malcolm, Scotland; E. A. Hardy,

M.A., and T. W. H. Leavitt, Esq., Toronto; Miss M. E. Wylie, Paris; Miss T. I. Templeton-Armstrong, Port Rowan; Jacob G. Stroh, Waterloo; Miss A. G. Millard, and R. Alexander, Esq., Galt; W. Munro, Esq., Woodstock; Miss J. Chipman, New Dundee; R. Leslie, Esq., His Hon. Judge Hardy, and E. D. Henwood, Esq., Brantford.

The President Dr. E. E. Kitchen, St. George, took the chair promptly at 10.30 and called the meeting to order.

The minutes of the meeting of the Library Institute held at the Brantford Public Library, on Thursday, July 11th, 1907, were read and approved.

The President, Dr. E. E. Kitchen, of St. George, opened the meeting with a most earnest, interesting, and instructive address. His remarks had special reference to the small libraries, and the great work that is being accomplished by them. He also impressed upon those present the necessity of earnest work, and explained thoroughly what had been accomplished in St. George, not forgetting to enumerate the formidable obstacles that had to be overcome.

Mr. A. E. Green, M.A., of St. George, read a paper on Cataloguing adapting his remarks to the cataloguing of the smaller libraries.

Mr. A. W. Cameron read a paper on the "Small Libraries' Needs."

The next number on the programme was the "Question Drawer." The following questions were asked and fully discussed:—

By the Elmira Library—That the subjects for discussion be Cataloguing and Binding.

By the Waterloo Library—That in the Government Annual statement, the cost of bookbinding be included in the cost of books and magazines.

By the Port Dover Library—That some means be adopted whereby, through Government aid, the Public Library can be made more popular with the masses.

By the Tillsonburg Library—How best to conduct a Children's Hour.

By the Wellesley Library—That the Education Department supply the Public Libraries with the Revised Statutes of Ontario.

By the Woodstock Library—Would like to have discussed, better bookbinding, and Summer Library Schools.

By the Ayr Library—How to increase the membership among readers living outside the village.

By the Waterdown Library—The Financial Question, and how to encourage the reading of books other than Fiction.

By the Kintore Library—How to awaken the interest of the people in small Libraries.

By the New Dundee Library—(1) How can the necessary funds be raised for a small Library? (2) How can Children be best induced to take an active part? (3) How can the young folks be induced to read solid reading instead of fiction? (4) How can the membership be kept up with a fee of say not less than 50c.?

By the New Durham Library—How best to secure the interest of a rural neighborhood in a Public Library?

By the Port Rowan Library—The need of our Library is more money, more generous treatment by the Government.

The above questions were very fully discussed by the delegates and Mr. T. W. H. Leavitt, Inspector of Public Libraries, in a very instructive, and interesting address, took occasion to fully explain the many questions that were asked him.

The programme was concluded with a practical demonstration in bookbinding by Mr. E. D. Henwood, the Librarian at Brantford.

The election of officers for the year 1908-9 resulted as follows:—

President—Dr. E. E. Kitchen, St. George.

Secretary—E. D. Henwood, Esq., Brantford.

Executive—Adam Hunter, Esq., Hamilton; Gottlier Bettschen, Esq., New Dundee; Miss Millard, Galt; Miss Wylie, Paris; Miss Jackson, Simcoe.

A vote of thanks were unanimously tendered to the gentlemen who contributed so ably to the programme, thereby making the meeting a great success.

The delegates were entertained at luncheon at the Young Women's Christian Association parlors. Expressions were freely made of the splendid work that is being accomplished by the Library Institute meetings.

The meeting adjourned to meet in 1909 at the call of the President.

First Annual Library Institute.

Chatham.

The first Annual Library Institute was held in the Public Library, Chatham, August 12th, 1908.

The attendance was not large, due to inclement weather and an electric railway disaster.

The morning was spent in inspecting the Chatham Public Library.

The meeting was opened with an address by Dr. Charteris, Chairman of the Chatham Library Board. His Hon. Judge Hardy, of Brantford, then spoke, describing the struggles of small libraries and pointing out the means by which they could be made more valuable and effective, as well as self-sustaining. Attention was called to the following defects:

Restrictions: including use of shelves, age limit, absurd fines.

To secure success: The library must be made a social centre. The different societies should meet in the library; a room and books must be provided for the children.

Judge Hardy's suggestions and conclusions were eminently practical in character, having been arrived at by many years' service as a member of the Brantford Library Board.

Miss Gardiner, of the Sarnia Public Library, gave an interesting and instructive talk on "Children's Work," as exemplified by the Sarnia Public Library. The "Story Hour," she explained, had proved very profitable and had resulted in increasing the circulation of juvenile books by more than 100 per cent.

Miss Newcombe, of Blenheim, also spoke of similar work in her native town.

Afternoon Session.

On re-assembling, it was decided to make the Institute permanent in character. The following officers were elected:—

President: Dr. C. R. Charteris, Chatham.

Secretary: J. W. Hamilton, Sarnia.

Executive Committee: H. O. Kerr, Walkerville; Dr. Mitchell, Wallaceburg; Dr. Voaden, St. Thomas; Mrs. White, Ridgetown; Mrs. Newcomb, Blenheim.

Addresses were then given by Mr. Fred. Stone and Dr. T. K. Holmes, the latter urging the purchase of books of the highest literary merit, including works of Art.

Mr. E. A. Hardy, B. A., Secretary of the Ontario Library Association, gave a practical talk on the best methods of selecting books. He advocated a choice which would meet the wants of the whole constituency.

A discussion followed covering points made and suggestions offered in the previous addresses, and included the fiction problem and other important questions.

Mr. A. W. Cameron, B. A., Vice-President of the Ontario Library Association, read a valuable paper entitled, "Small Library Problems." He illustrated the subject by reference to the excellent work accomplished by the Streetsville Public Library, with a gross income of almost $200 per annum. In conclusion, Mr. Cameron advocated larger grants to struggling libraries from the Legislative Assembly.

Mr. T. W. H. Leavitt, Inspector of Public Libraries, explained the origin and amount of the grants at present made through the Education Department, pointing out that if more money is required, it can only be obtained by securing the co-operation of members of the Legislature, who should be interviewed by Library Boards in every district.

Attention was called to the increase of the grant paid in 1908, amounting to 10 per cent.; also to the important work being done for improving the Children's Departments in libraries by the employment of Miss Spereman, whose services, without charge, were at the disposal of any Library Board

The Institute adjourned.

Library Institute, Niagara Falls.

The first Library Institute was held at Niagara Falls on Thursday, Nov. 5th. The morning session was devoted to the reception of delegates by the acting Mayor, assisted by Dr. E. T. Kellam and the members of the local Library Board. The library was examined and its methods carefully studied. Niagara Falls library contains about 6,000 volumes in the central library and the branch at Niagara Falls South. The books are catalogued under the Dewey Decimal System, with card catalogue. Free access to the shelves is permitted.

Afternoon Session.

Mr. A. W. Cameron, Streetsville, read a paper covering the difficulties confronting small libraries. Many questions were asked by the delegates, who received much practical information from Mr. Cameron's answers.

Mr. E. D. Henwood, Brantford, gave an address concerning binding and repairing, illustrating his remarks by using the binding outfit of the local library. Several volumes of reinforced binding were exhibited. Mr. Henwood urged Library Boards to purchase, when possible, reinforced books, particularly fiction, as such books are subject to excessive wear.

A notable and most enjoyable feature of the meeting was the trolly trip to St. Catharines to which place the delegates were invited by the Library Board. On arrival, the party was met by Sheriff Dawson and other members of the Board and escorted to the library building, where an hour was spent in examining the handsome structure with its excellent collection of books. An impromptu meeting was held in the assembly hall, the Chairman, Sheriff Dawson, welcoming the library workers in his characteristic and witty manner. Brief replies were made by Mr. Bradley, President of the Ontario Library Association, Mr. Leavitt, Inspector of Public Libraries; Mr. A. W. Cameron, Streetsville; and Mr. E. D. Henwood, Brant-

ford. Adjournment was then made to the New Murray, where dinner was served through the courtesy of the St. Catharines Library Board. In addition to the guests there were present:—Sheriff Dawson, Mr. John Coy, Lieut.-Col. Geo. C. Carlyle, Public School Inspector, D. C. Hetherington, Dr. E. M. Hooper, W. J. Robertson, J. E. Lawrence, Dr. Merritt, Dr. McCoy and other prominent citizens. After dinner short addresses were given and the delegates returned to Niagara Falls to attend a public meeting in the city hall.

Library Meeting.

Mr. W. H. Arison, chairman of the committee in charge, opened the meeting with a short address in which he emphasized the necessity for the erection of a new Public Library in Niagara Falls.

Mr. Eugene Carey, of Niagara Falls, N.Y., was then introduced. Mr. Carey's address was exceedingly valuable in consequence of his conclusions being based upon actual experiences connected with the Public Library at Niagara Falls, N.Y. Mr. Carey urged the necessity which existed for a new library buildng on the Canadian side—the advantages of central location, which he illustrated with facts drawn from personal experience. The address was practical, lucid and replete with excellent suggestions.

Mr. James D. Dickson, Principal of the Niagara Falls Collegiate Institute, explained the co-operation which should exist between the Public Library and school work, pointing out that the erection of a new library would materially assist from an educational standpoint.

The Rev. W. A. Bradley, President of the Ontario Library Association, delivered a witty, entertaining and instructive speech, in which he pointed out the importance of Public Libraries,—the necessity for buildings of the modern type, the important work, now dormant, which could be done in Niagara Falls, provided the library workers were furnished with up-to-date appliances. Illustrations were given, drawn from the experiences of the Berlin Public Library, showing the broad field yet practically unworked, wherein the technical education of the artisan should and must become a highly important feature in library work in the near future. The future development of Niagara Falls as an industrial centre would in a great measure depend upon the skill of her mechanics. Every effort put forth for their education along technological lines would be repaid an hundred fold. To accomplish such desirable results its was necessary that a modern library building be erected in the city.

Mr. Leavitt, Inspector of Public Libraries, made a short address.

Dr. Norman Walker, Chairman of the Library Board, called the attention of the audience to the fact that a new library could be built without increasing the expense at present existing to carry on library work in the city.

Quarterly Bulletin.

The publication of the Bulletin, to replace the Annual Lists formerly issued, has been inaugurated. The new system is a marked improvement upon the old one, but it has been found defective in several respects. The following are of such importance that they should be considered at the next meeting of the Ontario Library Association.

(*a*) Absence of system in preparing lists.

(*b*) Furnishing lists of books purchased by the local library instead of lists of new books published.

(*c*) Carelessness in preparing copy, particularly in spelling proper names.

(*d*) Duplications arising from want of knowledge concerning lists previously published by the O.L.A.

(*e*) Absence of classification, either the Dewey Decimal or Cutter.

(*f*) Important books overlooked and some subjects neglected.

(*g*) No annotations, or annotations which fail to convey the scope and character of the book. *Note.*—The annotation should not exceed five lines except in rare cases.

Additional Work of the Department.

The work to be done by this branch of the service has increased very rapidly during the past two years.

The establishment of the Travelling Library system, including the purchase of about 7,000 volumes, dividing the books into lots of 40 to 50, suitable for the cases in which they are shipped, the preparation of catalogues in which the works are classified, and annotated in all departments, with the exception of fiction; the shipping of the libraries to all parts of the Province and checking them over in every instance when they are returned, has resulted in a volume of work of very considerable magnitude. The work must of necessity continue to increase, not only with the number of Travelling Libraries, but from the creation of special libraries required for diverse demands coming from the farmer, the child, the artisan, the mechanic and other classes of the community.

The Book List formerly prepared by the Ontario Library Association and published yearly, has been changed into a Quarterly, thus bringing the lists up to date and more valuable for library purposes.

The proceedings of the Annual Meeting of the Ontario Library Association have, for the past two years, been published by the Department.

Three Library Institutes have been held, viz., at Brantford, Chatham and Niagara Falls.

Plans of most of the new Carnegie Libraries which have been erected in Ontario are now available, also slides for magic lantern purposes, showing the libraries and the floor plans.

Very valuable work has been done during the past year by Miss Patricia Spereman, the details of which will be found in another part of this report.

Travelling Libraries were loaned to the following places:—

Ayr	2	Burford	1
Ashworth	1	Bardsville	1
Allenford	1	Brinston	1
Allansville	1	Burgess Mines	1
Atwood	2	Balsam	1
Arden	1	Belle Ewart	1
Aspdin	1	Bethany	1
Anderson	1	Blair	1
Annan	1	Baldoon	1
Arthur	1	Bird's Creek	1
Armstrong's Mills	1	Bismarck	1
Ayton	2	Bethel	1
Abingdon	1	Bala	1
Bond Head	1	Brockville	1
Bruce Mines	1	Ballantrae	1
Barrie	3	Bishop's Mills	1
Brampton	1	Bedford Mills	1
Bonfield	2	Bridgeburg	1
Burk's Falls	1	Bayside	1
Brighton	3	Biscotasing	1
Bobcaygeon	2	Brigden	1
Bailieboro	1	Canfield	2

Cranbrook	3
Caledonia	1
Chatham	1
Cardinal	2
Conn	2
Cayuga	1
Clanbrassil	2
Clavering	1
Carp	2
Cobalt	1
Camilla	1
Churchill	1
Driftwood	1
Dorchester	1
Dromore	1
Deer Park	1
Douglas	1
Dungannon	1
Elizabethville	2
Everton	1
Essex	2
Foote's Bay	1
Gravenhurst	3
Gore Bay (distributed)	7
Gorrie	1
Geroux Lake	1
Golden Lake	1
Goderich	1
Grimsby	1
Galt	1
Gratton	1
Hagersville	3
Honeywood	1
Homesville	1
Harrow	1
Harrietsville	1
Huntsville	1
Horning's Mills	1
Ivan	1
Inglewood	1
Ingolf	1
Jarvis	1
Jefferson	1
Kashabowie	1
Kintore	1
King	2
Lancaster	2
Larder Lake	1
Laurel	2
Lion's Head	1
Lanark	1
Luton	1
Loring	1
Lyn	1
Mount Pleasant	1
Marmora	3
Manotick	1
McDougall's Chutes	4
Midland	1
Millgrove	1
Massey	1
Massey Station	1
Melbourne	1
Michael's Bay	1
Meldrum Bay	2
Mount Forest	1
Meldrum	1
Nipigon	1
New Durham	2
Newburgh	2
Norwood	2
Nelson	1
Niagara Falls	2
Norland	1
New Lowell	1
Nordland Pit	1
Orangeville	1
Ouimet	1
Otterville	1
Oxdrift	2
Point Edward	1
Pakenham	1
Paris	1
Preston	1
Port Carling	1
Port Sydney	1
Port Rowan	2
Queenston	1
Renfrew	1
Rodney	2
Richmond Hill	1
Ripley	2
Richard's Landing	1
Rockwood	1
Sulphide	3
Streetsville	1
Sarnia	1
Stouffville	1
Spanish Mills	1
Scotland	1
Sheguindah	1
Thorold	1
Trenton	2
Vermilion Bay	1
Westport	1
Watson's Corners	1
Waterdown	2
West Lorne	1
Wallaceburg	2
Wardsville	1
Webbwood	2
Worthington	2
Whitby, S. S. No. 6	1
	208

In addition to these, one picture library and two children's libraries were sent to Miss Spereman.

Travelling Libraries.

I note with pleasure that during the past year the number of Travelling Libraries has been increased to 150, the books in the cases numbering 7,750. The majority of this class of libraries circulates in small hamlets and in rural districts, thus affording the residents the sole opportunity of securing read-

ing matter independent of private purchase. The boon thus extended is of the greatest value, especially to children, who, in the poorer sections of the Province would otherwise be deprived of good reading, especially after they left the Public Schools.

Owing to the fact that constant exchanges are going on, by means of which the Travelling Libraries are transferred from one section to another, it is extremely difficult to ascertain the circulation of the books. On an average each case of books is retained by the borrowers for four months. This means three stations for each library per annum, thus practically increasing the books threefold. An examination of the registers kept showing the local circulation of the books in each section, warrants the statement that the total circulation during the year exceeded forty-five thousand volumes. In the United States, where the Travelling Library system has been carefully studied and operated for a considerable number of years, it is conceded that each book taken from such a library, in rural districts, is read, on an average by two persons. Upon this basis the Ontario system represents some 90,000 readers, of whom fully one-third were children.

A vast field is still unoccupied, fallow land yet to be cultivated and improved. It should be noted that many of the libraries have gone into the wilderness of the north, stretching in a chain from Parry Sound to the end of the steel on the T. & O. Railway near Abitibi.

How to Maintain Interest in Travelling Libraries.

The success of all libraries depends upon the circulation or use of the books, and this, depends, in a great measure, upon the character of the books sent out. If old and unattractive books are loaned, unsuitable to the tastes of a community, interest will not be awakened, or if awakened previously by loans of a suitable character, all desire for a library will be killed. Fresh material is an absolute necessity. New books must be added to maintain interest. So far as possible careful attention must be paid to requests for books treating upon special subjects. It is advisable, when the collection is a fixed one, to forward additional books of the latest and most popular character. Personal visits from an officer of the Education Department will be found highly beneficial. When the books are loaned to a hamlet where a Public Library has not been established the location of the library is an important factor. If possible it should be chosen with the view of easy access for the community; a place where some business is carried on and therefore open during business hours. It should never be forgotten that the librarian does not receive a salary, hence the borrowers of books should avoid making complaints.

To enlarge and improve the Travelling Library system an organizer should be employed, particularly during the summer months. The person selected should be a tactful worker, capable of arousing local interest and experienced in addressing small gatherings. Seasons play an important part in the circulation of the books. It has been found that the warm weather is the best time for arousing interest and establishing stations, while the circulation in the winter is much greater than at any other season of the year.

Travelling Libraries are loaned free from charge to:—

(*a*) Small struggling libraries.
(*b*) Groups of taxpayers living in hamlets.
(*c*) Rural communities.

(*d*) Women's Institutes.

(*e*) Mining, mill and other companies in New Ontario.

(*f*) Poor schools, not possessing a school library. (Loaned only under pressing needs.)

Special Travelling Libraries are loaned to:—

(*a*) Public Libraries in industrial centres: for the use of artisans and mechanics.

(*b*) Public Libraries. (Collections for children only.)

(*c*) Public Libraries. (Collections for young men and women only.)

(*d*) Literary Boards. Library upon construction.

(*e*) Library Boards. Library on administration.

(*f*) Library Boards. Library upon cataloguing and classification.

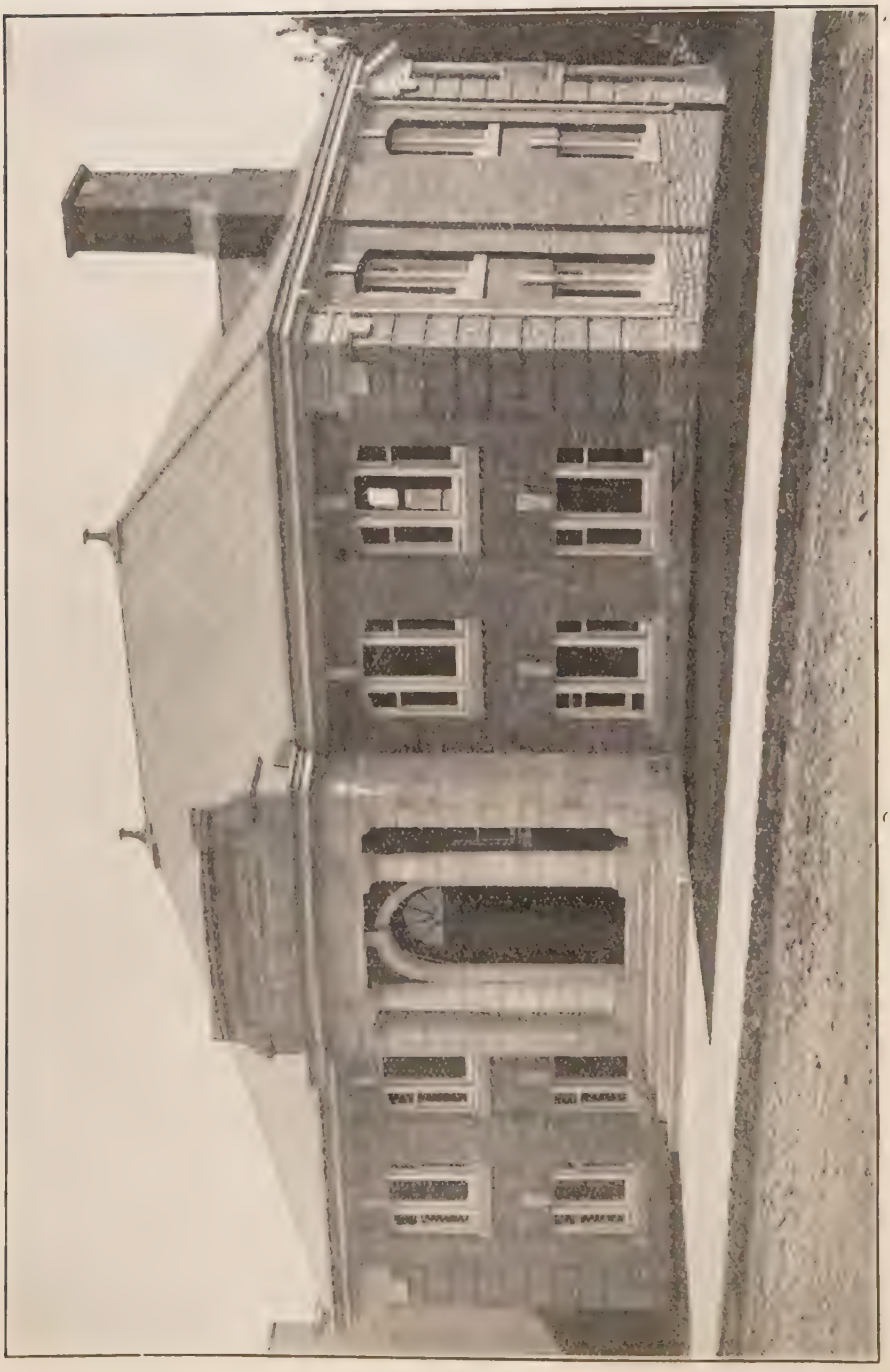
(*g*) Study Clubs. Library upon Canadian History or special literary subjects and travel.

(*h*) Individuals. Special collections of books for reading course.

The Library System in Ontario.

The expansion of the Public Library system in Ontario has brought new responsibilities and additional duties, which must be discharged by the Education Department, the Ontario Library Association, librarians and library Boards. To make it a success the Public Library must be conducted upon the methods of the modern, business world. All libraries, great or small, are confronted by somewhat similar problems. The old style librarian is gradually disappearing and in his stead has come the modern executive officer, cognizant of recent methods and alive to up-to-date conditions. The air of seclusion has given place to an atmosphere of progress and untiring work. The new librarian must be familiar with all progressive systems. He must not be wedded to the past but in close touch with the living present. He has ceased to be a mere custodian of books—he has become the executive head of a business undertaking. He no longer devotes his chief attention to the purchase and preservation of musty volumes. He must see that the expenditure gives the best reading to the largest number at the least cost. He must keep in touch with the workers and not with the book worms. A spirit of expansion should dominate his efforts and thus enable him to influence the library Board.

Fortunately the erection of numerous library buildings, through the generosity of Mr. Carnegie, has resulted in awakening librarians and their co-workers to a realization of their responsibilities and a desire to place this Province in the foremost rank in library work. Much remains to be accomplished but the spirit of progress is abroad. Many of the larger libraries are prompt in action, energetic in methods and determined to place our libraries on a sound basis. Unity of purpose, mutual interchange of methods, resulting from attendance at the annual meetings of the O. L. A. and local library Institutes, are producing results highly beneficial. Unfortunately a considerable number of the smaller libraries are apathetic. They neglect to send delegates to library meetings, even when the government generously offers to pay all travelling and other expenses. They are wedded to a single idea—their constant cry is "More government money." I am convinced that the time has arrived when libraries which neglect or refuse to become familiar with modern methods by abstaining from sending representatives to Library



Picton Public Library.

Institutes should have their grants reduced. This suggestion may be considered drastic, but if carried out will prove effective. A library which is not provided with labour saving devices, in which the librarian is ignorant of modern methods and where the work is obsolete and the circulation of the books retarded by absurd restrictions, should be awakened to a realization of its duties or left to linger out its term of life without legislative assistance. The Public Library must be made an instrument for the education of the people. Its responsibilities are constant and pressing. It is assisted and maintained by government grants and local aid, either personal or municipal. Failing to perform its duties it should cease to be a public burden.

I find that the great majority of small libraries, suffering from dry rot, are afflicted with the following evils:—

(*a*) An incompetent librarian who neglects to attend Library Institutes—who does not read the literature upon library problems prepared by the Education Department and the Ontario Library Association—who possesses no knowledge of modern library methods—who is opposed to all changes which would involve additional work and activity—who resists every attempt made to abolish absurd restrictions and clings with tenacity to a policy long since discarded and worthless.

(*b*) A Library Board guided and influenced by an incompetent librarian. Such a Board ignores the list of books published by the O. L. A., and frequently transfers the purchase of books to a local merchant or to the representative of some publishing house. When the merchant makes the selection he usually buys from a departmental store in Chicago, which allows a very heavy discount and supplies the most trashy books on the market. When the choice is left to a publishing house it opens an avenue for the publisher to rid himself of books which the up-to-date libraries refuse to purchase. Under such conditions the books secured are of little value or unsuitable for the wants of the community. The result is that public interest in the library dies out. When complaint is made by patrons as to the state of the library the stereotyped answer is, "The government has cut down the grant." Even, this answer is not true for the grant was increased last year by 10 per cent.

An examination of the grants made by the Ontario Legislature for library purposes, compared with those made by the most progressive State Legislatures in the neighbouring Republic, shows that our Legislature has been most generous. If the total sum granted for Public Library work has not been increased in recent years the fault lies, not with the Legislature, but with the decadent libraries, not numerous but sufficient in numbers to influence public opinion; in some localities creating the impression that value is not received for the money expended. A notable change has been manifest recently and no reason exists why additional help should not be forthcoming, provided the small, out-of-date libraries can be induced to discharge their duties in a satisfactory manner. The progressive libraries are handicapped by being linked in name with libraries which exist in name only.

The remedy will be found by the payment of grants by results, subject to examination and the discretion of competent and impartial judges of the work being accomplished.

The tendency of the age is to widen the scope of Public Libraries and extend the benefits to the great mass of the people. The more isolated the community the greater the need for the circulation of books, heathful and beneficial in character. To this end the campaign of education must be con-

tinued with unabated zeal. The unprogressive libraries must be invigorated, modernized, developed or abandoned. It is not wise to permit a few ulcers to poison the public mind and thus retard library progress.

The Library as a Factor in the State.

It has been said, "The library makes the nation three gifts,—the gift of knowledge, the gift of perspective, the gift of ideals."

The principal factors in modern civilization are:—The home, the school and the church. Around these are centred the taproots of love, progress and idealism. The library is not merely a collection of books; it is a combination of social and civilizing forces ennobling the community in which it is situated. It is a home missionary society whose tentacles reach all classes. It is not a charity but a necessity.

The size of a library is not an index of its value, much less of its usefulness. A vast horde of books, antiquated in character, may have ceased to be of any value, except as a curiosity. They are as useless as the moat and draw-bridge of the middle ages. On the other hand, the modest, village library, with its intimate relations with the community, appealing daily to the higher senses, may be a power for good whose influence cannot be measured or defined. Supply with books as tools such a library, who shall estimate its influence upon the lives of the readers or upon that of children yet unborn?

Every modern library is a storehouse of knowledge and a reservoir of power. It is the record of the past and the prophet of the future. Most potent among its influences is the eradication of the local or parochial spirit, the narrow views of life and its objects, so universally prevalent in communities where books are not circulated and read. The library develops public spirit, an all-embracing charity and a deep seated sympathy for the poor and unfortunate. It is an antidote for selfishness and greed; for the 20th century delusion, the belief that the acquisition of money should be the principal aim in life. It instructs and amuses the young and offers one of the very few consolations for declining years. Its influence for the good of the State cannot be over-estimated and has yet to be fully appreciated.

The ideal state, which is yet to be born, must issue from the womb of the Public Library. It can have no other mother. In the past nations have emerged from ignorance and superstition, great men and noble women have appeared, lived and died: human meteors. Such men and women have been isolated, stars on the horizon of progress, scintilating for a brief moment but surrounded by the masses, who, blind, deaf and dumb have yet to grasp the possibilities of human life. The change must come, will come. When it comes there will be found a free library of good books in every hamlet—a widespread intelligence in every community born of knowledge derived from reading books.

Every man and woman can help in bringing the good day so long foretold. Every child, if given an opportunity, can assist in the work. Every church and society can speed the library plough.

In British North America, Ontario is the banner Province in the work which has been done. Her men and women have but to speak a few kind words, lend a helping hand, show a sublime confidence in the future. Doing these things, but a few years will pass before Ontario will be in the vanguard of progress, boasting a library system, universal in its application and beneficent in its results.

Suggestions *re* Public School Libraries.

The Public School library system in Ontario is under the direction of the Chief Superintendent of Education. During the past few years library work in Public Schools has made rapid advancement. In one Inspector's district the reports show that every school has been supplied with a library. Many counties make an excellent showing, but some still lag behind, principally where the sections are poor and the population sparse.

School libraries are primarily for the use of children, the books being selected as aids and for continuation reading. The Public School library, in the not distant future, is destined to have its scope enlarged. Such a desirable result may be accomplished in a variety of ways. The following plans have been suggested by experienced library workers, all of whom are in agreement that the school library should be made the general library for purely rural communities. In library work the problem represents the broad unoccupied field where very much remains to be done.

The following suggestions are offered in the hope that they may furnish information relative to this important subject.

(1) The co-operative plan:—A combination of the Travelling Library and the present school library system. Each school to contribute an equal fund or a fund based upon the assessed value of the property in the section; this fund to be supplemented by a grant from the Legislature, to be used for the purchase of books and maintenance. The libraries to consist of two divisions.

(*a*) A section (as at present) selected for the children and to be used in connection with their studies. In time part of this section would be made up from reference books.

(*b*) A section selected for the use of children who had ceased to be pupils.

(*c*) A section for adults. This section would include history, biography, travel, adventure, fiction, general literature, poetry, the drama, household economy, farm buildings, home comforts, agriculture, horticulture, dairying, farm implements. In short it should consist of books, (exclusive of those of a purely literary character) of practical value to the farmer, the farmer's wife, sons and daughters.

In its inception the combination library would not be fixed in character, therefore numberless combinations would be possible by re-arranging the books when found advisable. Under such a system the minimum number of books would be capable of doing the maximum amount of work at the smallest possible cost. Every six months the libraries would be changed from section to section. Duplications would at first be avoided by preparing a limited number of libraries in which the books were entirely different. The distribution of the libraries and their supervision would become one of the duties of Public School Inspectors. Damaged books could be sent to the county town yearly and there repaired by an expert from the Education Department.

One of the chief objections to this system is:—The school house is not a convenient place for adults to obtain books. It is closed, except during school hours during which time books could not be loaned.

The answer to this objection is:—In purely rural communities the school house is the only building owned in common. It can be heated and lighted at the expense of all, during five days in the week it is open, its location is central, the teacher is the best substitute for a trained librarian. Parents would soon acquire the habit of sending by the children for books.

It would be an easy and inexpensive matter to open the school house for library purposes, say, two hours every Saturday at the time most convenient for the public.

Suggestion No. 2:—Commencing with New Ontario and including the northern parts of Old Ontario, where the conditions are similar, establish a system of Travelling School libraries. The funds to be supplied, and the libraries to be administered as follows:—

(*a*) The minimum contribution now required for the establishment of a school library to be paid by each section. Payment to be taken in books at their acutal value from sections now owning a library. To the foregoing would be added the Legislative grant now available for assisting in establishing school libraries. The libraries to be constituted as at present, *i.e.*, exclusively for children attending school; libraries to be changed every six months, the supervision to be the duty of the Public School Inspector.

(*b*) In case an old county wished to avail itself of the system, an Act should be passed under which a county rate could be levied sufficient with the government grant to purchase a Travelling Library for each Public School in the county. The libraries should be changed every six months. as the books could be bought in quantities. New books would be added annually. In making up the original libraries the cases could be divided into sections of ten, in which there would be no duplications. Until a library of one of these sections had been exchanged ten times the effect would be the same to each library as would be the purchase of ten new libraries. When the books required repairing they could be sent to the office of the Inspector of Public Schools, where the work could be done by an expert.

This system is in several respects superior to the one at present in use, under which many schools do not possess a library. Such schools are located, generally, in poor sections in which the taxes for school purposes are very high. Another advantage would be reduction in the cost of books, combined with the benefits arising from being able to use the books over and over again.

The principal defect in the present system and suggestion No. 2, arises from the fact that no provision is made for the children after they leave school. It is frequently asserted that the rural population in Ontario is not a reading community. The statement is, unfortunately, in many instances, true. The defect is not far to seek. In cases where a school library is not provided no attempt is made to inculcate a taste for reading.

In sections where a school library exists it is reasonable to suppose that the children have a rudimentary knowledge of the value of books. The reading habit is not fixed, the taste has been awakened but not cultivated. Under the present system no provision is made for future growth and development. The child is left to stagnate. Even with a system of school libraries of the No. 2 Travelling System some provision could be made to meet the great want for good and instructive books felt by the children who had left school. The annual renewals by purchasing new books would soon exceed the capacity of the travelling cases. The excess would be apportioned among the respective sections, to be used in forming a permanent section. Once the supply of books especially designed for school use reached the maximum, it would be an easy matter to include in each fresh purchase books suitable for developing the culture side of young men and women, boys and girls.

The Library as an Investment.

It is frequently asserted that the money spent upon a Public Library gives no financial returns. In answer to this indictment it would be wise for the tax-payers to consider the means under which a library can be made an excellent investment.

Every city, town and village is confronted by municipal problems, many of recent growth and arising from economic and other conditions, non-existant but a few years since. In all centres of population, great or small, industrial and moral problems confront the people. Very frequently rural communities are deeply interested. The building of an electric railway from one town to another being a concrete example.

I imagine I hear a rate-payer exclaim, "What has a Public Library to do with such subjects?"

I answer, "Everything." That is, in any considerable centre of population it should have everything to do with such problems, while no rural library should exist without possessing a fair amount of necessary information.

The health and prosperity of cities, towns and villages depends primarily upon sanitary conditions. Every Public Library should be made the storehouse for the best and latest information relating to sanitary problems, including drainage, water supply and ordinances governing the sale of food. At present when the question of water supply comes before the public it is discussed in general terms by the newspapers. The aldermanic board of the city, the councillors of the town or village are in doubt and easily swayed by statements and promises made by the promoters of rival systems, while the tax-payers are, as a rule, profoundly ignorant and therefore not qualified to arrive at a correct solution, but easy dupes to be cajoled and manipulated by contractors and civic rings, whose aim is to secure the best paying contract with no regard for efficiency. The opinion of the city engineer or of the town or village surveyor is obtained. The man may be capable, honest and experienced or he may possess little or no knowledge of the problem. A deputation is next appointed, generally from the municipal rulers. This deputation visits cities, towns and villages, at the expense of the tax-payers, to examine and compare the respective systems. Unfortunately the delegates are usually in no wise competent for the task. Then follows a report, which usually does not agree with that of the engineer. Having succeeded in confusing the public, the last resort is to secure the services of an expert who examines the local conditions. Large sums have been wasted and no practical work done.

The defect in this want of system is the comparative ignorance of the municipal administrators and the general public. The data, upon which action could be taken, should be collected and kept in the Public Library, where it would be free to every citizen.

What should such a collection consist of?

(1) Books relating to all industrial and hygienic problems.

(2) Annual Reports, financial and explanatory, from cities, towns and villages in Great Britain, the United States and Canada, covering municipal works and improvements, franchises granted, etc. Such a collection can be secured by a system of exchange for the trifling cost of printing extra pamphlets.

Every intelligent citizen knows where drainage systems, the collection and disposal of garbage, the building of water systems, the laying of roadways and pavements and the supervision of the sale of food has been a

failure. In many instances improvements have cost great sums, but in a few months or years are found to be defective and inadequate for the purpose for which they were built. It has frequently happened that one failure has been followed by another failure.

Is it not time that such losses were guarded against and so far as possible avoided? When public money is wasted, taxes are high and every business feels the strain. The growth of the place suffers. If the drawbacks can be removed by utilizing the services of the Public Library, then no citizen will deny that the library is one of the best paying investments in the municipality. The following are concrete examples.

(*a*) Water supply drawn from an impure source; absence of, or defective sewerage.

Result: Diphtheria, typhoid fever, doctors' bills, death.

(*b*) Unsanitary and defective pavements.

Result: Diphtheria, typhoid fever, doctors' bills, death. Also financial loss, including injury to horses, loss of time, repairs to vehicles and constant renewals of roadbed and pavements.

(*c*) Defective milk ordinance.

Result: The death of thousands of children annually. In many places one-fourth of all the children die before they reach the age of twelve months.

The foregoing examples could be extended almost indefinitely, and yet scourges, traceable to unsanitary conditions, reap their victims by thousands, while millions of dollars are worse than wasted, for frequently the expenditure produces or intensifies the evils.

Why do we have failures in these things, when, to a great extent they can be prevented? Simply because we refuse or neglect to learn from other places, except in the most cumbersome and expensive way. In many European cities and towns these problems have been studied for centuries, while other centres of population on this continent have solved some of them. Why not possess ourselves of the facts and thus ascertain the remedies? We want to make certain improvements. They are necessary for sanitary, moral and financial reasons. Let us then begin in a business-like way.

(1) Establish a municipal section in each Public Library.

(2) Purchase the standard books relating to the problems which confront us.

(3) Exchange our municipal reports with cities, towns and villages.

(4) Classify and catalogue all books, reports and pamphlets, so that any citizen can promptly obtain from the librarian the published information relating to the subject on hand.

(5) Instruct the librarian to carefully scan all trade, construction and technical journals taken by the library, and, after they have been read in the reading room, clip the articles of interest bearing upon municipal problems, then paste them in scrap books under their respective heads.

(6) Instruct the officials at the city or town hall to furnish the Public Library with blue prints, diagrams, specifications, copies of contracts entered into by the municipality. This data to be classified and carefully catalogued.

If, for instance, a municipality proposes installing water works or extending and improving an old system, the aldermen, councillors, engineers, contractors, as well as any private citizen, can promptly obtain from the librarian practically all of the published information bearing upon the subject.

This information would cover:—

(*a*) Systems built by private corporations.

(*b*) Systems built by municipalities.

(*c*) Systems originally built and owned by private corporations and subsequently purchased by municipalities.

(*d*) Comparative cost of respective systems.

(*e*) Comparative rates to users.

(*f*) Systems of collecting the revenue; by meter, tax per room, number of occupants in dwelling or assessed value of property. Comparative rates paid by factories and workshops.

(*g*) General efficiency and results.

Apply this plan to all similar civic problems and the citizens will be in a position to solve the question. It is but common sense to collect comparative data and utilize it. Every business man hunts for and examines similar information drawn from the experiences of other men. If it is beneficial to the individual, why not to the municipality?

Civic problems are daily becoming more intricate and complicated, demanding constant changes and improvements. They present new phases; trial tests must be made, a few succeed, many fail. Our duty is, so far as possible, to avoid the failures. Under the plan suggested the Public Library would become an integral factor in municipal administration.

In this 20th century the people are confronted by problems calling for the deepest thought, founded upon facts. To enable them to act wisely they must be put in possession of every shred of information procurable.

They are face to face with:—

(*a*) Government grants to railways; either land grants, cash bonuses or guarantees covering the payment of stocks or bonds or the interest thereon.

(*b*) Government owned and administered railways.

(*c*) Franchises to private corporations, either perpetual or terminable; such franchises covering electric railways, water systems, gas and electric lighting.

(*d*) Municipal constructed and operated electric railways, etc.

Will any disinterested business man deny that possessed of the data covering such problems, collected and classified in our Public Libraries, and circulated among the people, they would not be the better qualified to arrive at wise conclusions when rendering a verdict at the polls.

Want of system is one of the most expensive evils now confronting municipal problems. Streets are torn up, laid and re-laid in constant succession. Little or slight provision is made for the growth of town, city or village. Aldermen, town and village councillors appear and disappear in yearly processions, all eager to experiment at the expense of the municipaity, but rarely qualified to give an opinion of any practical value. With the Public Library stored with the history of similar experimental failures it would become more and more difficult to foist them upon the tax-payers.

The Technical Section of a Public Library.

The mere purchase of technical books for use in a Public Library will not spell success in that department. This work is new to our libraries, and therefore hedged about by difficulties. Neglect in this section of library work, has, in the past, been a disadvantage in more ways than one. With proper co-operation many libraries could have secured the assistance of a large number of men, who, up to the present time, have regarded the library as practically of no value and yet they have been taxed for its support. To

score a success the library must be made useful, in fact indispensable, for all classes of the community. The hostility of the artisan and mechanic was based upon the knowledge that the library offered no solution for the work problems of his daily life. To the average mechanic the department of applied sciences was an unknown quantity represented in the library by zero. To secure the cordial help of the man who toils in factory or shop we must first convince him of the value of technical training. We must do more, we must place it within his reach.

This branch of work requires a fair degree of knowledge of technological subjects upon the part of the librarian or the Library Board, in selecting the books. Failing in this particular, the services of an expert should be secured. The following rules governing procedure should be observed:—

(*a*) Purchase only books and periodicals relating to the principal trades and industries existing in the town where the library is situated.

(*b*) Great care should be exercised in securing the latest and most complete illustrated editions. Especial caution should govern in purchasing books relating to chemistry, chemical industries, electricity, gas engines and gas producing plants. In these departments a book becomes obsolete in a very short time. Give preference to the best illustrated works. The greater the number of working plans, blue prints and details the better. Constantly bear in mind that the man who is to use the book must depend primarily upon his own interpretation of the letter press; not having the advantage of a teacher. As he must solve the problems for himself every possible obstacle should be removed from his path.

(*c*) The library should keep a weekly list of new books, with annotations taken from technical periodicals and publishers' circulars. Such lists should form the basis for future purchases.

(*d*) Monthly buying will be found most satisfactory, as changes occur in the applied sciences with startling rapidity. When a book becomes obsolete, send it to the scrap heap. A mechanic has no time to waste in learning something which he will be compelled to unlearn.

(*e*) In selecting books remember that most of your readers possess no theoretical knowledge of the subject; it therefore follows that the first books bought should be rudimentary in character.

(*f*) To complete the gap existing between the latest book and the present hour you must subscribe for the trade journals. Scientific periodicals are comparatively cheaper than scientific books.

(*g*) Divide your technical library into two sections, viz., loan and reference. The loan department should occupy the foremost place.

(*h*) Having secured your stock in trade, the library is ready but not prepared for business. If the library is not situated in a large city it is reasonable to suppose that the librarian possesses little or no knowledge of the resources of the technical section. This defect must be remedied as soon as possible. The librarian *must* acquire a knowledge of the scope and contents of the books, otherwise your time and money will have been wasted. To secure prompt results the librarian should proceed upon well defined lines.

The books must, first, be classified upon scientific principles, either the Dewey Decimal or Cutter systems being employed.

Scan the publishers' announcements and catalogues carefully and collate the information regarding each book on your shelves. Failing the above plan use the chapter headings for information. Avoid prolixity, but be sure that your notes cover the principal features. Typewrite the annotations

and paste them in a scrap book under their proper headings. You will then possess a reference with which you should become familiar. The scrap book can be handed to inquirers for examination, but avoid such a practice. The librarian should, if possible, invariably point out to the intending borrower the strong points in each book. If the librarian neglects or refuses to become acquainted with the character of the books it will be wise to change librarians. Someone must be able to answer the questions in a sympathetic and intelligent manner. It will be found that certain questions return to the library regularly. Take pains to have the best answer for such questions. If you are in doubt write to one or more libraries engaged in similar work.

(*i*) Make a special study of the local needs. Ask the heads of departments and superintendents of all factories and workshops for advice and assistance. Keep a book in which record the names, addresses and callings of all persons who evince an interest in special technical subjects. When a book or periodical is purchased by the library treating upon the subject, notify by post card to call at the library and examine.

(*j*) Constantly advertise the resources of the library. Use the local papers for lists of new books and magazines. Use the telephone to call up prospective readers. Prepare a bulletin board, upon which paste publishers' announcements, catalogues, book reviews, illustrations cut from discarded magazines. When a number of new books have been purchased arrange for an exhibition, to which all craftsmen interested should be invited.

The Public Library the People's University.

After a careful consideration of the subject I have arrived at the conclusion that the time is at hand when the Public Library should become the People's University. To secure such a desirable result the following facts are submitted for the consideration of the Minister of Education in order that legislative action may be taken.

(1) Statistics show that about 95 per cent. of the pupils attending school in Ontario receive their entire education in the Public Schools. Only the remaining five per cent. attend the High Schools, Collegiate Institutes. a College or a University.

(2) Very large sums are granted annually for higher education, *i.e.*, for training men and women for the professions. The graduates become clergymen, lawyers, doctors, teachers, engineers—in short professional experts. Most of the professions are protected from competition by Legislative enactments.

(3) Through the establishment of Technical Schools in a few of the centres of population an attempt is being made to assist those who earn their bread by the use of their hands, but this effort upon the part of the Government, with the assistance of municipal authorities, only reaches a small proportion of the working classes.

(4) It is conceded by all thinkers, who have given the subject consideration, that the present effort is defective and inadequate, and that a remedy is not only desirable but necessary.

(5) Permit me to suggest that the Public Libraries be utilized at the earliest possible moment.

(6) In the United States and also in Canada, private enterprises, to meet the wants of the masses, have been established. Such enterprises are known as Correspondence Schools. In some cases technical text books have

been compiled and published by the schools. The books are sold to students at a comparatively high price, the cost being included in the tuition fees. Examinations are conducted by correspondence and diplomas issued.

(7) I am informed that the minimum charge for a course of study in these schools is $50; the charge in many instances reaching $100.

(8) A large number of our young men, working in factories and shops, who are desirous of mastering the trade by means of which they hope to earn a livelihood, enter such schools as pupils. The Rev. W. A. Bradley, President of the Ontario Library Association, informs me that not less than $55,000 have been remitted from the County of Waterloo to one Correspondence School in the United States. Mr. E. D. Henwood, librarian of the Public Library, Brantford, estimates that the actual payments per annum, made by mechanics living in Brantford, exceeds $10,000. Sault St. Marie, Peterborough and other centres of industrial activity furnish hundreds of students whose contributions probably exceed that of Brantford or Berlin. The foregoing facts prove that our young artisans are ambitious. They are prepared to pay for assistance which will enable them to master their respective trades. Surely the time has arrived when facilities should be provided in their native Province. In a great measure the future prosperity and development of Canada depends upon the thorough knowledge and efficiency of such young men. Industrial competition is becoming keener year by year. All civilized nations recognize the fact that in this race only the fittest can survive. The unskilled and inefficient will be driven from the field to become hewers of wood and drawers of water for those, not by nature more fit, but to whom have been extended greater opportunities.

To remedy the defect I venture to suggest:—

(*a*) That steps be taken by means of which our Public Libraries will become integral factors in the educational system of this Province.

(*b*) To accomplish such desirable results both time and money will be required. The change, in its inception, can be inaugurated for a comparatively small sum. It will be wise to proceed with caution, at first covering only a limited number of trades. Defects will call for remedies, mistakes will be made, but the vital point is to begin the good work. Give it a fair trial. Demonstrate that it is practical, thus overcoming the objections invariably raised against any new departure from the beaten track. In the preliminary stages it will be necessary to stimulate interest, to secure co-operation from a league of libraries situated in industrial centres. To this end very careful attention must be paid to local conditions.

(*c*) I recommend that out of the grant which may be made for Travelling Libraries for the year 1909, the sum of one thousand dollars be set aside for the purchase of books for technical libraries for the use of mechanics.

(*d*) For the circulation of technical books it is advisable that a limited number of Public Libraries, located in industrial centres, be invited to join with the Department in circulating technical books. The conditions should be:—

The Local Library should agree to purchase technical books to the value of at least $100. To such libraries the Education Department would loan similar books, during the year, to the value of $100. The loaned books could, after being used for six months, be transferred to another library.

(*e*) The next step would be to ascertain, through the local libraries, the industries carried on in the various factories and shops. A comparison of the records received from the various industrial centres would give an accurate idea of the relative magnitude and importance of the trades carried on.

In selecting the books for the experiment it would be advisable to restrict the list of trades so as to be able to cover the work to be done by purchasing the best books on the market.

(*f*) The Education Department, in conjunction with the executive of the Ontario Library Association could arrange for the services of competent teachers and experts who should be placed in charge of the correspondence. The business would then be conducted along lines at present in use by established Correspondence Schools. The teachers and experts to be paid from fees charged in the respective courses of study.

(*g*) A charge of $25 for a complete course, would, I believe, be sufficient to defray all expenses and thus make the school self-sustaining (with the exception of the purchase of the text books).

(*h*) Examinations could be held semi-annually in the library towns where the students reside. Public School Inspectors could conduct such examinations and forward the papers to Toronto, where they would be read and passed upon by an examining Board selected for the purpose. Diplomas could then issue bearing the stamp of the Education Department.

The foregoing brief suggestions indicate, in outline only, a system which offers the following advantages:—

(*a*) The co-operation of the Ontario Library Association.

(*b*) The assistance of local library boards and librarians resident where the work is to be done and anxious to make it a success.

(*c*) Careful supervision by the Education Department.

(*d*) The minimum of cost.

(*e*) An opportunity extended to ambitious young men, provincial in character, under which they can master the technical details of their trade at a charge 50 per cent. less than by any private system.

(*f*) The retention in Ontario of a very large sum now annually remitted to the United States.

(*g*) The fostering and development of a Canadian spirit of self-reliance.

(*h*) A training school from which, in the near future, a large number of students may be drawn to our Technical Schools, Colleges and Universities.

Industrial Possibilities of Public Libraries.

If, after everything possible has been done, it is found that the industrial workers will not come to the library then carry the library to them. Make distributing stations of the manufacturing plants.

Every Public Library situated in an industrial centre should issue a special catalogue entitled "Books for Men in Shops." On the first page of the index should appear a notice of which the following reprint is an excellent example.

"Shop Men, Notice."

Did you ever stop to think of the opportunity for an education that is at your elbow? The Public Library with its————books is for the use of the men of———— . Any man who takes a little time and effort can secure its benefits.

This list shows some of the books which will help you in your daily work.

Many other kinds of books are in the library, and a visit to the open shelves will show you what there is to read and study.

You can borrow any of the books except reference books. You can answer puzzling questions in your work by consulting the reference books. You should give half an hour any evening you are down town, to looking over the trade journals, magazines, and daily papers in the reading room.

You are welcome any time from ——— to ———.

New books in the trades and sciences are added to the library monthly and their names are announced in the daily papers on frequent Saturdays.

Suggestions as to books you desire are solicited.

Keep this list for reference.

Library School.

As the efficiency of a library depends in a great measure upon the librarian no means should be neglected for improving the knowledge of librarians concerning the work to be done. To this end it has been found necessary in the United States to establish Library Schools. The schools are divided into two classes, viz., permanent schools and summer schools. For several years past Mr. C. H. Gould, B.A., librarian of McGill University, Montreal, has been conducting a summer school in that city. The attendance from Ontario has been limited; probably arising chiefly from geographical reasons and the impression that in the sister Province library work has not advanced so as to keep pace with this Province. Mr. Gould has conducted and maintained the school in the face of difficulties and so far as I am aware has received not the slightest assistance from the local government. The work done in the school has been excellent. In recognition of his services in behalf of library work in Canada the American Library Association, at its last meeting, elected Mr. Gould, President, the highest honour within the gift of the library workers of North America.

Experience having demonstrated that the librarians of Ontario cannot be induced to attend a school located in Montreal it becomes necessary to provide facilities for their instruction in Toronto. I therefore recommend that provision be made for establishing a Summer Library School. Schools of the class suggested are primary in character, the term consisting of about five weeks. The tuition fee should be made merely nominal as the object is to attract as many librarians as possible by reducing the expense of attendance to the minimum. In the spring the new reference library for Toronto will be completed. It is possible that arrangements could be entered into between the Education Department and the library Board under which the school could be held in the new building. I understand that the late librarian, Dr. Bain, favoured such action.

Free Library for the Blind.

Markham.

The annual report for the Free Library for the Blind shows that the circulation of the books only commenced on the 15th of July, thus reducing the period to six months. The number of volumes circulated surpassed the most sanguine expectations. The total expenditure for the year amounted to $675.52.

Total number of members, 59.

Members of Library Board:—E. W. Hermon, C. B. Loyd, F. W. Johnston, B. Crew, R. Coughlan.

Executive officers:—

President.—F. W. Johnston.

Treasurer.—E. W. Hermon.

Secretary-Librarian.—E. B. F. Robinson.

Number of volumes in library, 441.

Number of volumes loaned during year, 998

Value of books in library, $565.70.
Salary paid to librarian, $100.00.
Total receipts, $651.52.
Overdraft at bank, $24.00.

The librarian has received promises of donations of books in the near future which will materially enhance the value of the library. The library opened with 26 members and 75 volumes. Considering the obstacles which had to be overcome the progress has been remarkable. It is notable that the library loaned in six months four times as many volumes as were loaned by the circulating library at the Ontario Institution for the Blind, Brantford, during the year 1906.

Public Library, Belleville (Corby).

This magnificent library building was presented to the citizens of Belleville by Mr. and Mrs. Harry Corby. The building is the most substantial structure used for library purposes in Ontario, consisting, as it does, of cut stone. Mr. and Mrs. Corby have set an example which it is to be hoped will, in the near future, be followed by other patriotic citizens in the Province.

Library completed, January, 1908.
Material used in building. Cut stone.
Size of building. 40x48.

First flat contains: An artistic rotunda 20x33 ft. 6 in. This portion of the building is exquisite in design and finish and compares favourably with the best found in the United States.

Librarian's desk and room—10x24.
Stack room—18x17 ft. 6 in.
Second flat contains:—
Main reading room.
Ladies' reading room.
General reading room.
Children's room.
Board room.
Ladies' lavatory.
Cost of building, exclusive of site, $35,000.
Cost of site, $6,500.
Cost of fittings, $2,100.
System of heating—Steam.
Heating—Satisfactory.
Wood used in finishing building—Oak.
Wood used in fittings—Quartered oak.
Gifts—Building presented by Mr. and Mrs. Harry Corby.

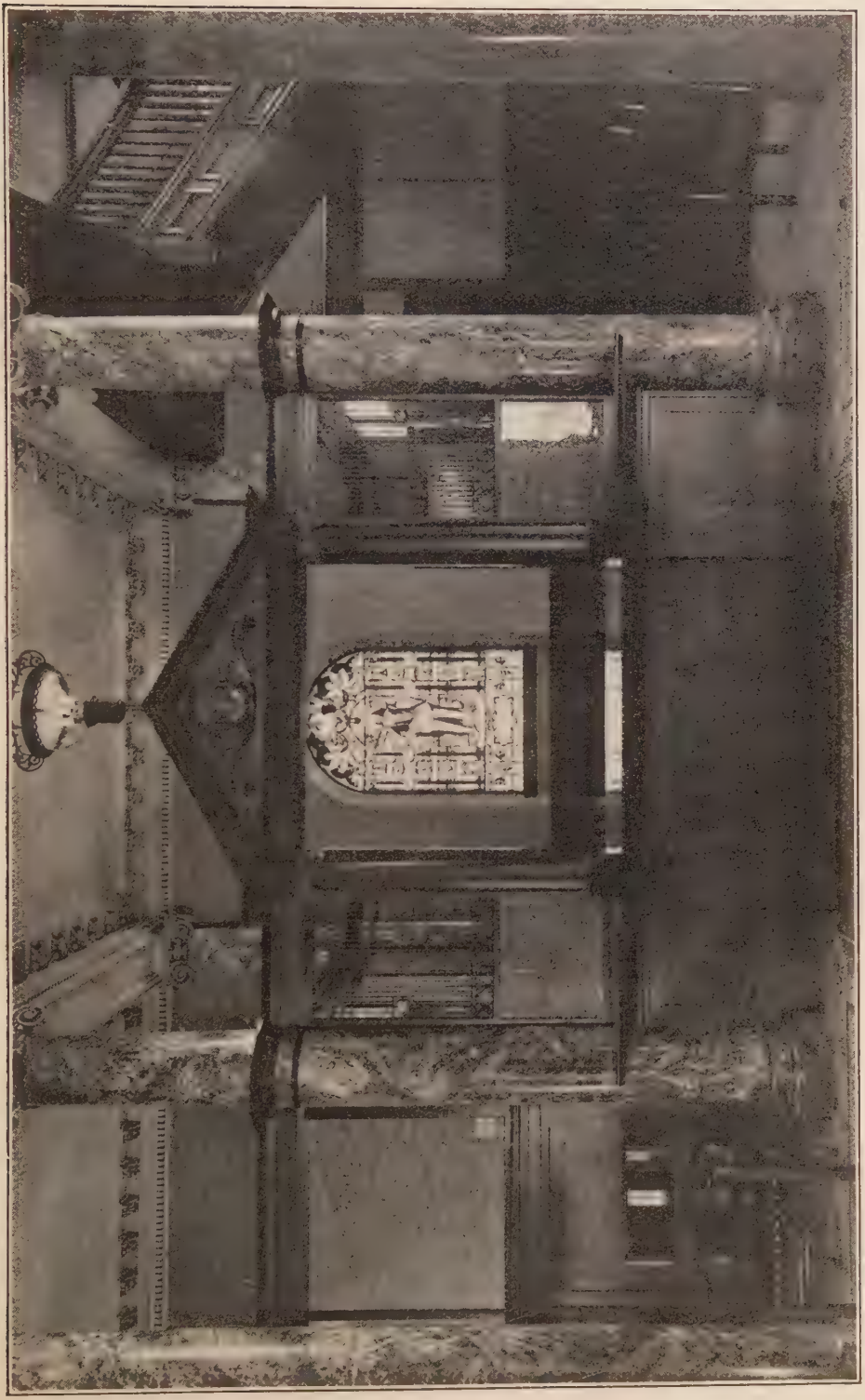
History of library—The library was formed in 1876, under the Mechanics' Institutes Act. In 1902 it became a free library, the City Council making a grant for its maintenance.

Members of the Library Board in 1907:—John Williams, A. J. McCrodan, A. R. Walker, Mayor Sulman, Arthur McGinnis, J. J. B. Flint, S. A. Gardner, H. J. Clarke, Dr. Yeomans, Col. S. S. Lazier.

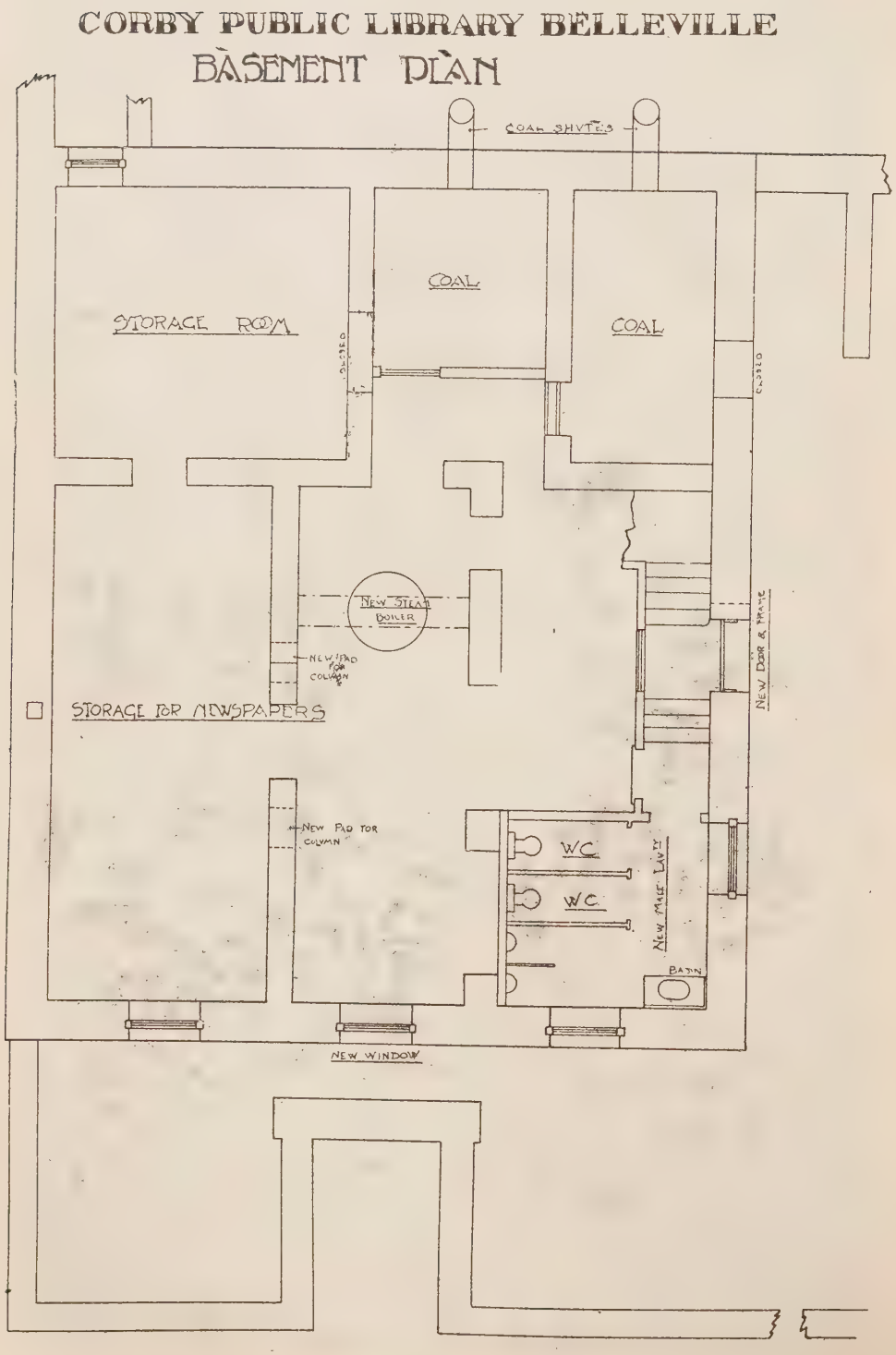
Members of the Library Board in 1908:—John Williams, A. G. Vermilyea, A. McGinnis, A. R. Walker, S. A. Gardner, J. J. B. Flint, H. J. Clarke, Dr. Yeomans, E. J. Butler, C. N. Sulman.

Librarian in 1908—A. R. Walker.
Free access to the books is not permitted.
Age limit—10 years.

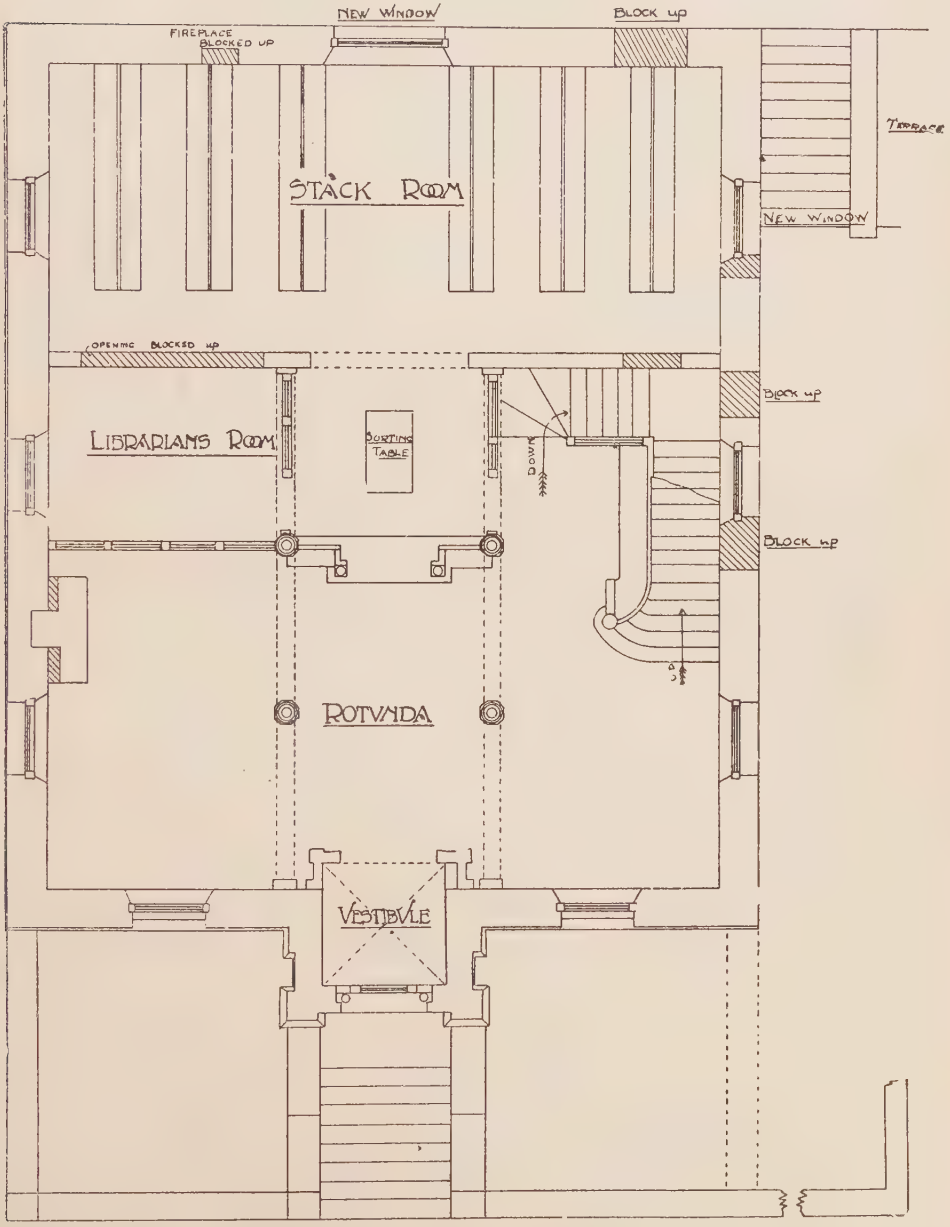
Belleville Public Library (Corby).



Rotunda of Belleville Public Library (Corby).


CORBY PUBLIC LIBRARY BELLEVILLE
BASEMENT PLAN
COAL SHUTES
STORAGE ROOM
COAL
COAL
CLOSED
CLOSED
NEW STEAM BOILER
NEW PAD FOR COLUMN
STORAGE FOR NEWSPAPERS
NEW DOOR & FRAME
NEW PAD FOR COLUMN
WC
WC
NEW MALE LAV'Y
BASIN
NEW WINDOW

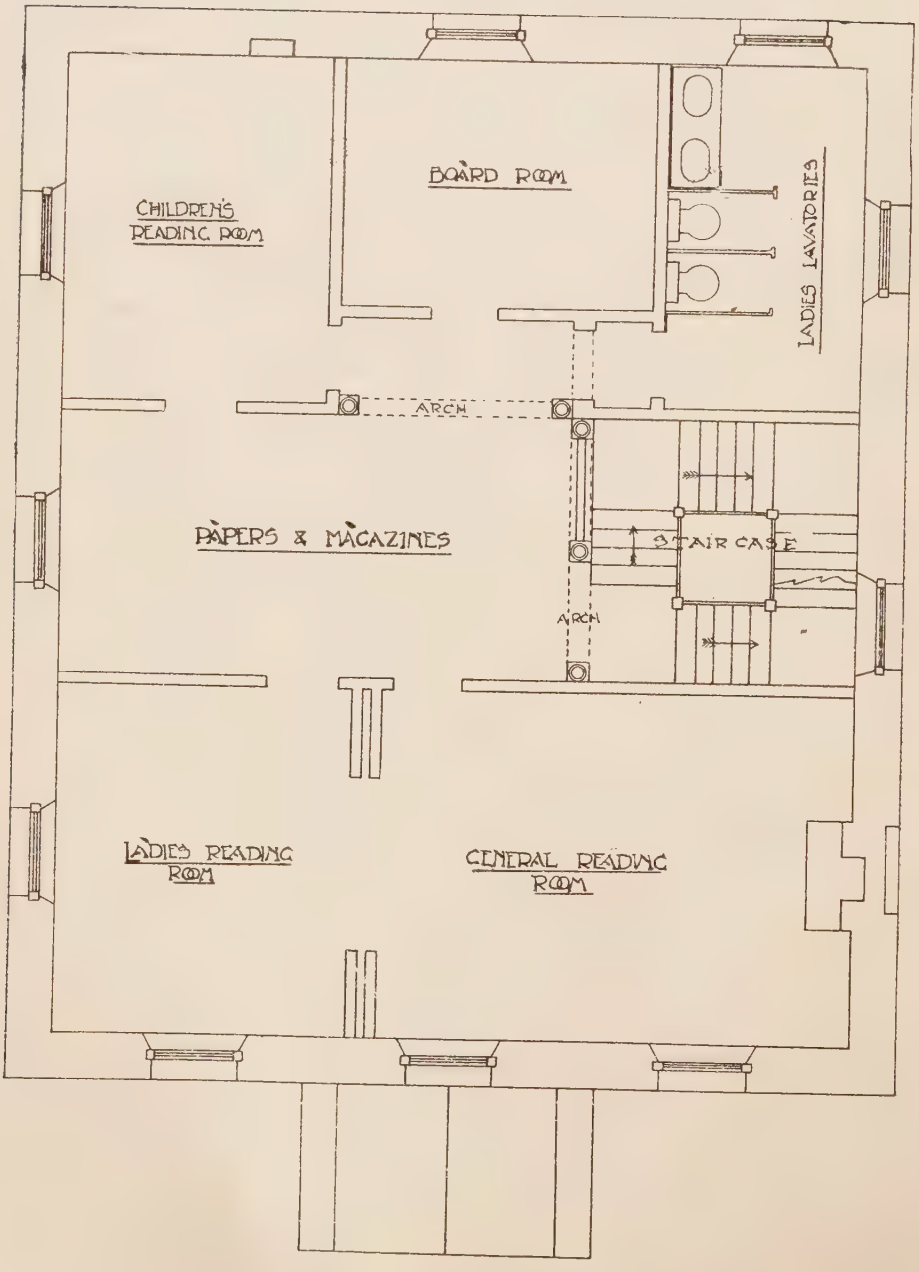
CORBY PUBLIC LIBRARY BELLEVILLE



GROUND FLOOR

CORBY PUBLIC LIBRARY

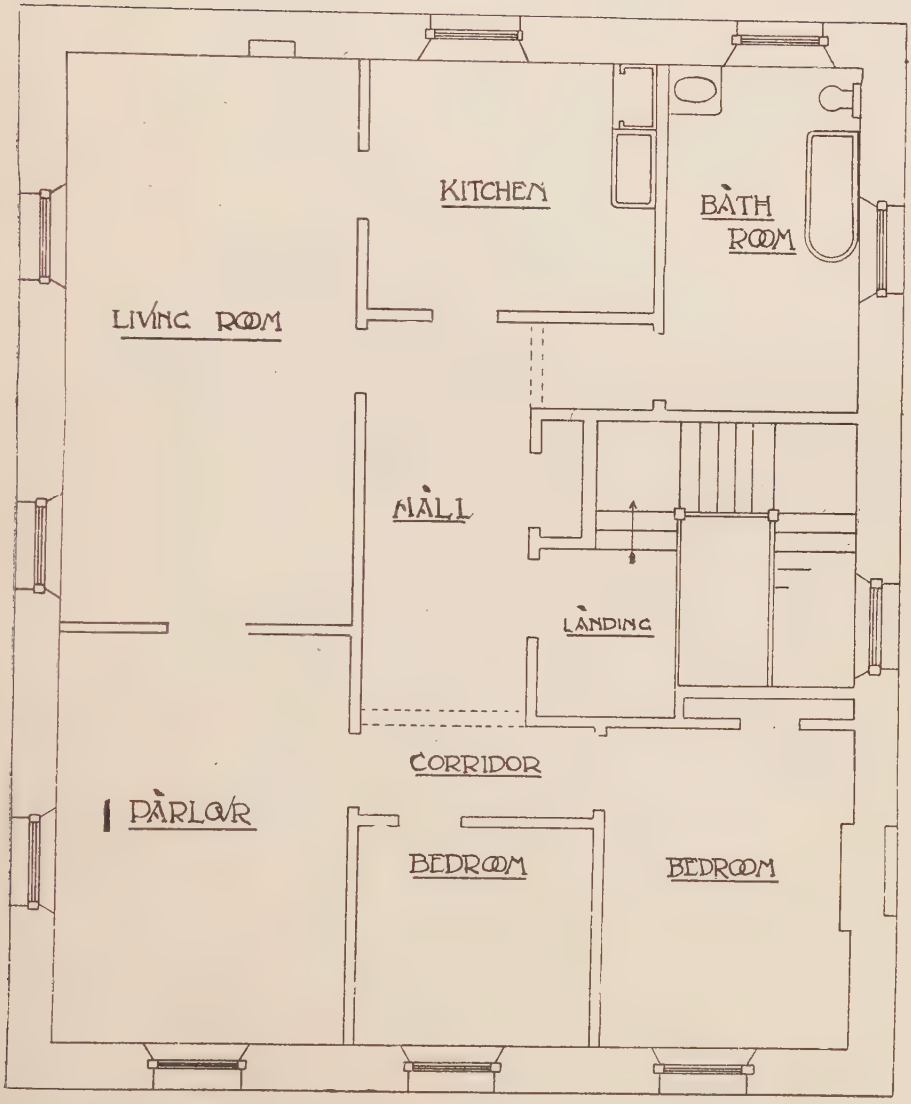
BELLEVILLE



-FIRST FLOOR PLAN-

CORBY PUBLIC LIBRARY

BELLEVILLE



ATTIC FLOOR PLAN

Napanee Public Library.

The handsome Public Library at Napanee owes its existence to the generosity of several public spirited citizens who donated the grounds and otherwise assisted the library Board. The building is a handsome structure built of brick and a credit to the library spirit of the town.

Library completed—1901.
Material used in building—brick.
Size of building—30x30.
Heated by furnace.
First flat contains:—
Library and reading room—26x18.
Board and reference room.
The Second flat contains:—
Historical Society room—30x30.
Cost of building exclusive of site—$3,000.
Value of site (donated)—$600.
Cost of fittings—$400.
System of heating—Hot air.
Heating—Satisfactory.
Wood used in finishing building—White pine.
Wood used in fittings—Pine and ash.
Donations—$3,400.
Short history of the library:—

Mr. Harvey Warner contributed about $2,000; Mr. Uriah Wilson, M.P., donated the land, the balance of the fund being secured by general subscription. The library is situated within a handsome little park which was presented to the town by Mr. Warner.

Members of library Board, 1907:—

W. S. Herrington, K.C., R. A. Leonard, M.D., U. J. Flack, D. S. Hill, C. M. Warner, J. R. Conn, M. Fox and F. F. Miller.

Librarian—Miss Lucy Edwards.
Age limit—12 years.

"The Search for the Western Sea."

It is gratifying to note that Lawrence J. Burpee, librarian of the Ottawa Public Library, has found time to add a notable volume to Canadian history in the publication of his book, "The Search for the Western Sea."

The story is full of interest and covers nearly 600 pages. The reader revisits discoveries made in the wilderness, trails through forest and plain of the silent north; history and tradition mingle and interlace in this fascinating volume. The book holds much of historical value and contains a mass of information of special interest to every Canadian, particularly for readers who are conversant with Parkman's great works.

The illustrations are numerous and valuable. Mr. Burpee is to be congratulated upon the success of his literary venture. Every Public Library in Ontario should secure a copy of the book.

Obituary.

Dr. James Bain.

The death of Dr. Bain, chief librarian of the Toronto Public Library, removed one of the founders of the Ontario Library Association and the foremost librarian in the Province. His profound knowledge of books and

Public Library, Napanee.

library problems made him a force in all library work, not only in Ontario, but all over the American continent. Freely he gave of his talents and experience, his time and knowledge. The new reference library in the City of Toronto is a monument erected principally through his exertions and the generosity of Mr. Carnegie.

James Spereman.

In the passing of Mr. Spereman, a member of the Sarnia Public Library Board, Ontario has suffered a great loss. His work, though local in character, was eminently practical and valuable. He was one of the few library workers instrumental in establishing the children's department in the Sarnia library; a movement whose influence has been widespread and in harmony with the spirit of the times. His death is a matter of deep regret, but the good which he did will live long in the memories of the library workers of the Province.

Ontario Society of Artists.

At the Annual Meeting the following Officers were elected:—

President.—F. M. Bell-Smith.

Vice-President and Treasurer.—F. McGillivray Knowles.

Secretary.—R. F. Gagen.

Auditors.—Messrs. James Smith and C. E. Nourse.

Executive Council.—Mrs. Reid, Messrs. Manly, Cruikshank, Jefferys, Hahn, Williamson and Challener.

The two works of art, each valued at $100.00, chosen by the Society, were:—

Saw Mill, Muskoka, Mary E. Wrinch.

Dutch Interior, Clara S. Hagarty.

The following pictures were selected for the Legislative grant of $800.00:—

Bison, Grey Morning, F. A. Verner, $250.00.

Frosty Morning, Franklyn Brownell, $100.00.

Nights Pale Green, S. A. Brown, $450.00.

A memorial was prepared and presented to the Minister of Education and His Honour the Lieutenant-Governor, asking for the appointment of an Art Commission.

The Royal Astronomical Society of Canada.

The Journal of the Royal Astronomical Society for May-June and July-August, 1908, contains the following information relative to the work done by the Society.

Ancient Ice Ages, Prof. A. P. Coleman.

Some Myths and Fancies of the Milky Way, Mr. W. J. Wintemberg.

Star Magnitudes, Mr. J. Edward Mabee.

Life of Sir William Herschel, Rev. J. T. W. Claridge, M.A.

The Sun's Motion in Space, W. H. S. Monck, M.A.

Latitude and Longitude, Dr. Otto Klotz.

Errors of Transit Observations, Mr. R. M. Stewart.

The Planet Mars, Mr. Joseph Pope.

Design of Spectrographs, Mr. J. S. Plaskett.

The Optics of the Telescope, Mr. J. S. Plaskett.

Solar Eclipses and Ancient History, Mr. Samuel Jennings.

The Medium of Vision, Dr. Stratton.

Society of Chemical Industry.

During the session of the Section the Society held monthly meetings both at Toronto and Montreal.

The following is a list of the Toronto meetings:—

The Technique of Illustration, Mr. George Brigden.

(*a*) Fixation of Atmospheric Nitrogen.

(*b*) Chemistry of Sand Lime Brick, Mr. Saul Dushman, B.Sc.

Food and Drug Identities, Mr. Arthur McGill.

(*a*) Annual General Meeting, Toronto.

(*b*) Visit to works of Diamond Flint Glass Co.

The Chemist in relation to Fire Insurance, Mr. J. B. Laidlaw.

The second number of the *Bulletin*, entitled "Some Canadian Industrial Problems," was issued, containing in extenso and in abstract, papers read before the Section.

Canadian Institute.

During the Session twenty-two ordinary meetings were held at which 22 papers were read as follows:—

Variations in Seasons, The President.

Canadian Agriculture, Prof. C. A. Zavitz.

On Recent Excavations in Thebes, Mr. C. T. Currelly.

Problems of Heredity, Prof. R. R. Wright.

The Water Situation in Toronto, Dr. J. A. Amyot.

Explorations in Northern Canada, Mr. J. Tyrrell.

Ice Ages and Ancient Geological Climates, Dr. Coleman.

Vertebrates in S. Alberta, Dr. B. A. Bensley.

The Mathematics of Tree Growth, Prof. B. E. Fernow.

Modern Problems of Body and Mind and their Independence, Dr. Abbott.

Biogenesis and Abiogenesis, Dr. Macallum.

Colloidal Suspensions, Prof. W. L. Miller.

Equipment and Work of Mint at Ottawa, Mr. A. H. W. Cleave.

The Adulteration of Food, Prof. W. H. Ellis.

Trypanosomes and Trypanosomiasis, Prof. J. J. Mackenzie.

Some Recent Ideas concerning the Functions of the Brain, Prof. J. P. McMurrich.

The Nebular Hypothesis, Mr. G. G. Pursey.

Recent Advances in Radio-activity, Dr. J. C. McLennan.

Canada and Technical Education, Dr. S. M. Wickett.

Domestic Fuels, Prof. J. B. Tingle.

Emptying a Reformatory—Sociological Experiment, Mr. J. J. Kelso.

Colour Photography, Prof. G. R. Anderson.

Hamilton Scientific Association.

During the Session six meetings of the Council and eleven meetings of the General Association were held.

Opening Jubilee Meeting. Chief speakers:—Hon. Adam Brown, H. B. Witton, A. T. Freed and President R. J. Hill.

Ancient Roman Art, Dr. G. W. Johnston, B.A., Ph.D.

Roman Occupation of Britain, Prof. G. O. Smith, M.A.

The Sun's Journey through Space, G. Parry Jenkins, F.R.A.S.

Synthesis of the Natural and Supernatural, Rev. John Morton.

The Petroleum Industry of Canada, N. L. Turner, M.A.

Coincidence, Luck and Chance, J. D. Barnett.
Reduction of Ores by the Thermo Electric Process, C. H. Darrall.
New Zealand, Lyman Lee, B.A.
Hudson Bay Route, J. W. Tyrrell, C.E.
The Museum was kept open to the public during the Session.

L'Institut Canadien Francais D'Ottawa.

The academic year 1907-8 has been the most brilliant in the history of the Institution. The lectures were well attended and were listened to by large audiences.

Lectures.

Social Elevation of the Negro, Mr. Benite Sylvain.
Psychology (6 lessons), M. l'abbe Le Bel.
French Literature in the XVI. and XX. Centuries, M. l'abbe Le Bel.
China, Mr. Ketels.
l'Europe Napoleonienne, Mr. Louis Madelin.

A Lecture and Concert was given in March for the benefit of the fund for converting the battlefield, Quebec, into a National Park.

The Battles on the Plains of Abraham and Saint Foye, Mr. Auguste Lemieux.

The series of lectures closed with the production of the Comedie, "The Imperial Conscript."

Numerous books have been added to the library and reading room, also several English and French magazines.

A volume is in press, the lecture of M. Poirier, entitled " The History of L'Institut Canadien."

Ottawa Literary and Scientific Society.

The Reading Room was well patronized.

An addition of 150 books was made to the library, and 3,643 books were issued to members, an increase of about ten per cent. over the previous year.

Another volume of Transactions, being the fourth since the inception of the Society, was issued and copies sent to many Scientific Institutions. The volume contains reports of all the lectures delivered during the season of 1906-7.

The Lecture Course programme was as follows:—
The Theory and Practice of the Constitution, The President.
Traits of Scottish Character as illustrated by Stevenson, Hon. Speaker Sutherland.
Some Irish Poets of the Victorian Era, Dr. J. K. Foran.
The Gospel of Plenty, A. C. Campbell.
A 13th Century Statesman, Dr. Chas. Morse.
History of Astronomy, Dr. W. F. King.
Darwinism and the Destiny of Man, Dr. Wilfrid Campbell.
The Romance of Immigration, Dr. P. H. Bryce.

St. Patrick's Literary and Scientific Association.

The Annual Report shows the following programme of work done:—

Lectures.

Social and Economic Conditions of Canada, Rev. Father Sherry, D.D.
Ireland in Sunshine and Shadow, Dr. J. K. Foran.

Municipal Economics, Ex-Alderman Stroud.
Elements of Mineralogy, Max. Cohen, F.R.S.
Women's Suffrage, Prize Debate, Ottawa University.

During the year, 823 volumes were issued by the library. The Reading Room was open daily, being supplied with 21 newspapers and magazines.

The total receipts of the Association	$3,843 36
Total expenditure	3,488 28
Balance	355 08

The Ottawa Field Naturalists' Club.

During the year, thirty-nine new members were elected, making the total membership 291, composed of 283 ordinary members and eight corresponding members.

The series of lectures given under the auspices of the Club during the winter of 1907-8, was highly successful.

Lecture Programme.

General Exhibition of Specimens, Address, Dr. J. F. White.
Education and Forestry, Illustrated, Dr. S. B. Sinclair.
Mountain Sprites, Dr. James Fletcher.
A Talk on the Centenary of the Geological Society of London, Dr. H. M. Ami.
Rain and Snow, Mr. F. T. Shutt.
Observations in Alberta and Saskatchewan, Mr. A. Halkett.
Sanitary Consideration in Construction, Heating and Ventilation of Dwellings, P. H. Bryce, M.D.
The Honey Bee and other Bees, Dr. James Fletcher.
The Life and Work of the Honey Bee, Mr. P. H. Selwyn.
The Height-of-Land Country between the St. Lawrence and Hudson Bay Waters, Illustrated, Mr. W. J. Wilson, Ph.B.
Wheat, its improvement and uses, Illustrated, Dr. Charles Saunders.
The time and place for Nature Study in Public Schools, Dr. John Brittain.
What is the Shamrock? Prof. John Macoun.

During the year ten very interesting excursions were held. The publication of the Ottawa Naturalist was continued. It consisted of 12 numbers comprising 212 pages, with important papers relating to Ornithology, Zoology, Meteorology, Geology, Botany, Entomology and Conchology.

Wellington Field Naturalists' Club.

During the year the Club held meetings fortnightly from the second Wednesday in October to the second Wednesday in April. Among the subjects discussed were:—

The Turtles of the Niagara Peninsula, A. J. Painter.
My Vacation Trip in New Ontario, T. J. Moore.
Field Mice, G. M. Frier and Fred. Bond.
Carrier Pigeons, Dr. Bethune.
Alien Plants in this Locality, J. W. Eastham.
The Autumn Migration of Birds, L. Caesar.
The Genus Solidago in Wellington County, J. E. Howett.
Insectiverous Plants, J. W. Eastham and G. M. Frier.

A Year's Sojourn near the Lake of the Woods, F. A. C. Cowes.
Fur Bearing Animals in Wellington County, L. N. E. Lafontaine.
During the year the Club published its fourth Natural Science Bulletin.

Ontario Historical Society.

The Annual Meeting was held at Kingston.

Affiliated Societies were representated by delegates.

Two meetings in connection with the Old Fort, Toronto, were called by the Society.

Three hundred and sixty copies of the Annual Report were sent to members and to affiliated Societies.

Four hundred and twenty-five copies of Vol. VIII., 228 pages, 13 illustrations, were sent to members, societies and newspapers.

Two new Societies were affiliated, viz:—Historical Society of East Kent, Lennox and Addington Historical Society.

Of the affiliated Societies only four have published pamphlets during the past year, while eight have printed reports.

At the Annual Meeting, held at Kingston, the following programme was completed:—

President's Address.

First Commission of Peace for the District of Mecklenburg, R. V. Rogers, LL.D.

Sketch of Kingston's History, W. S. Ellis, B.A.

Early History of the Anglican Church in Kingston, Rev. Canon MacMorine, D.D.

Indian Pottery of Prince Edward County, Miss H. M. Merrill.

Founding of Fort Frontenac and the Coming of the Loyalists, A. M. Machar.

Essex Historical Society.

During the year one Executive meeting was held, also one open meeting, at which a paper entitled, "The History of the Town of Sandwich," was read by the President, Francis Cleary.

The Society placed a descriptive bronze tablet on the Baby mansion in Sandwich.

At the Annual Meeting of the Ontario Historical Society, held in London, Mr. Francis Cleary read a paper, "The History of Old Fort Malden."

Huron Institute.

During the year fourteen meetings were held, eight regular, four executive, and two open. At six of the regular meetings the following papers were read:—

The Roman Catholic Church, Miss Minnie Howard.
The Presbyterian Church, Miss Eva Mitchell.
The Methodist Church, Miss Mae Switzer.
The Anglican Church, Mr. M. Gaviller, C.E.
The Coloured Church, Miss Ella Hilborn.
Where is the Standing Rock of Petuns? Mr. John Lawrence.

The open meeting excursion to Christian Island was of great value and interest. On invitation Rev. Father A. E. Jones, S.J., archivist of St. Mary's College, Montreal, and a recognized authority on the history of the Huron Indians, accompanied the members on the visit. At the Island, in the little

Roman Catholic Church, Father Jones gave a brief address in which he reviewed the history of the Huron race, bearing particularly upon the last stand made by the remnant of the tribe during the winter of 1694 on the Island to which they had fled when driven by the Iroquois from their villages on the mainland.

An exploration picnic was held at the "Standing Rock," a stop being made on the way at the site which has been located as that of the Petun village of St. Mathias.

London and Middlesex Historical Society.

The Society held seven monthly meetings during the year. The number of paid members is 85. The Ontario Historical Society held its Annual Meeting in the rooms of the local Society on September 10th and 11th.

During the year the Society published a paper entitled "Founding of London," by Dr. C. T. Campbell, also another paper by Sir John Carling, entitled "Pioneers of Middlesex." Historical books, pamphlets and relics have been purchased, thus laying the foundation for the establishment of a Museum.

Niagara Historical Society.

The fifteenth pamphlet was printed, being Sir Isaac Brock, a paper first read before the York Pioneers, and the Count de Puisaye, a reprint by permission of the Ontario Historical Society. Some eight hundred pamphlets have been distributed to members during the year. The members paid their usual visit to the graveyards with flowers on Sept. 17th. Arrangements have been made under which the Niagara Falls Park Commissioners will take charge of Butler's graveyard in the future. The preparation of a catalogue for the historical relics contained in "Memorial Hall," is going forward. Should funds permit it is proposed to place upon the walls of the Hall the names of United Empire Loyalists and other early settlers, also the names of the Military Regiments which fought on the Niagara frontier.

During the year six regular and two special meetings were held. The following papers were of especial value:—

Personal Reminiscences of Niagara, Rev. J. C. Garrett.

The Court House, Niagara, from 1780 to 1790, Col. Cruikshank.

The following pamphlets have been issued by the Society (price 20 cents):—

Taking of Fort George. Edition exhausted.
Slave Rescue. Edition exhausted.
Blockade of Fort George.
Battle of Queenston Heights.
Historic Houses. Edition exhausted.
Niagara Library. Early Schools.
Historic Buildings, Churches. Edition exhausted.
Family history.
Campaign of 1812-14.
Inscription and Graves in Niagara District. Edition exhausted.
Reminiscences of Niagara.
Battle of Fort George, reprinted with editions.
St. Vincent de Paul Church, A Canadian Heroine.
Letters of Mrs. Wm. Dummer Powell, 1807-1821.
Sir Isaac Brock, Count de Puisaye.

Simcoe County Pioneer and Historical Society.

This Society has proceeded in a business-like way and is to be congratulated upon the publication of "Pioneer Papers—No. 1." The publication of such papers is the most valuable work which can be accomplished by a local Historical Society.

The following papers were published:—

Justices of the Peace, Judge Ardagh.

Sunnidale Fifty Years Ago, George Sneath.

Recollections of Moses Hayter, the First Jailer, S. L. Soules.

Early Days in Oro, Lt.-Col. O'Brien.

Notes of Barrie's First Residents before 1837, George Sneath, S. L. Soules, W. H. Hewson and others.

Women's Canadian Historical Society of Toronto.

Six regular and eleven executive meetings were held. At the former the following papers were read:—

On the Washington Treasure, Miss Muriel Merrill.

The Perce Rock, Miss C. N. Merritt.

Extracts from a Memoir of Captain Freer, A.D.C. to H.R.H. the Duke of Kent, and Military Secretary in Canada in 1812-14, Mrs. Gordon MacKenzie.

Simon Fraser, the Discoverer of the Fraser River, Mr Alexander Fraser.

Toronto's Share in Canadian Letters, Miss Marjorie MacMurchy.

Cape Breton, Miss Richardson.

At the special meetings arrangements were made for holding an exhibition of drawings of Canadian wild flowers, loaned by Mrs. Agnes Chamberlin. Three hundred and thirty-eight drawings were displayed.

The Society was indebted to Mrs. Elliott Brown for a lecture on "Life in the Yukon."

The "Life and Letters of Lord Sydenham," by Mrs. Gordon MacKenzie, have been printed as Transaction No. 7.

Women's Wentworth Historical Society.

During the year thirteen meetings were held. Final payment was made of the mortgage against the Battlefield property. At the celebration held when the deed was presented to the Trustees representing the Society, there were present, the Lieut.-Governor of the Province, also Sir Frederick Borden, Minister of Militia. Sir Frederick promised his assistance in erecting a monument. The following addresses were given.

Some National Monuments, Mr. C. R. McCullough.

Canadianism for Canada, Mr. W. H. McClemont.

An outdoor entertainment was given at the Stony Creek battlefield on June 6th, 1908, the anniversary of the battle. On May 29th the Society had the honour to entertain their Excellencies, the Governor-General, the Countess Grey, Lady Sybil Grey and party.

APPENDIX I.—THIRTY-SEVENTH ANNUAL REPORT OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND, BRANTFORD, BEING FOR THE YEAR ENDED 30TH SEPTEMBER, 1908.

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to transmit herewith the Thirty-seventh Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 30th September, 1908.

I have the honour to be,
Sir,
Your obedient servant,

H. F. Gardiner,
Principal.

Brantford, October, 1908.

THE INSTITUTION FOR THE EDUCATION OF THE BLIND.

In presenting the thirty-seventh annual report of the Ontario Institution for the Blind, I am pleased to record an improvement in the regularity and constancy of attendance, whereby the average attendance for the session of 1907-08 was 116, against 111 in the preceding session, although the total registration for the two sessions was the same (123) and the total registration for the last official year was five less than in the previous official year. Perhaps the plea which I presented to the parents in the thirty-sixth report to deal fairly by their children by not keeping them away from school unnecessarily had some influence for good; the general good health of the pupils during the session—only six left before the end of the session, against nineteen in the preceding session—completes the explanation of the improvement. Given good health and regular attendance, there is no excuse for inefficient work, and I am happy to say that the work of the session was in the main well done, as the appended reports of the literary and musical examiners will substantiate. Perfection was not attained—perhaps it is too much to hope that it ever will be attained—yet that is what we aim at, and it gives satisfaction to note progress in that direction. A correspondent, whose letter is inserted elsewhere, remarks that no Institution can help those who do not try to help themselves, and we always find a few black sheep in the flock, upon whom every effort seems to be thrown away. To all such, a fair, patient trial is given, keeping in mind that exclusion from this school generally implies deprivation of all opportunity to receive an education, but if in the end it becomes evident that the offender is doing more harm to the school than the school is doing good to him, he is not permitted to return. Several of the pupils lost time through an outbreak of chicken-pox, which began on January 5th and was not terminated until March 23rd, the disease being introduced to the school by a child who went home to Toronto for Christmas vacation. The attack was light, and none of those infected were at any time in danger, but much labor and considerable expense were caused. The teachers had an exceptionally good year in regard to health. Mr. Lambden, who acts

as instructor in hammock work as well as carpenter, was laid up at his home for a few weeks, and Mr. Wickens, the head teacher in the literary department, suffered from a severe illness which began just before the close of the session and lasted well into the vacation.

One of the topics discussed at the Convention of Instructors of the Blind in Indianapolis last July was the training of teachers for the work of the special schools, the general opinion of Principals and Superintendents being that all appointees to the position of teacher should have the usual normal training, the special training needed for teaching the blind to be acquired in the school for the blind itself, and increased by visitation of other schools. Some even went so far as to recommend the exchange of teachers among the schools, and the idea of a uniform curriculum for all the schools for the blind in the United States was suggested, but not adopted. To teach the blind, one requires as much knowledge as is needed to teach the sighted, with an additional stock of industry and of patience, and above all with an unselfish, altruistic disposition—love of the work and unfailing interest in those for whom the work has to be done. The seeker for personal ease, the person who feels chronically overworked and underpaid, the one who proposes to do nothing more than the letter of the contract calls for, is out of place in a school for the blind, and none are quicker to "see through" such a misfit than the blind children. One of the advantages which I expect to be derived from the transference of the control of this Institution from the Department of the Provincial Secretary to the Department of Education is that knowledge of the school, its operations and its needs will be disseminated among the thousands of Public School teachers in the Province, and that some of them will feel the call of duty to work for the blind. To anyone so inclined, who would like to learn to read the type used by the blind, I will gladly supply the literature on application. Vacancies on the staff of the O. I. B. are not of frequent occurrence, but when such do occur it is all-important that they should be properly filled, and the wider the field for selection the better the chance for a satisfactory choice.

Throughout the year I have had numerous applications on behalf of the adult blind, many of whom had lost their sight by accidents, while others were blind through old age or poor health. The question of providing for the adult blind will not be settled until it is settled right, and the first step should be the establishment of workshops such as I described and recommended in my last report. I have accumulated considerable additional information on this subject, the report of the New York State Commission alone making a volume of nearly 600 pages, and the European reports containing valuable matter, but with an intimation from the Department that the Institution reports have grown so large as to exceed practicable limits, I reluctantly omit many items which I would like to place before the readers of this report. Letters from ex-pupils, from pupils' parents, from the heads of Schools for the Blind in Europe and America, and from oculists, teachers and other interested parties assure me that the information supplied and the suggestions made in previous reports have whetted the appetite for more of the same sort. The best way to get at the bottom facts and place them in possession of the public would be to follow the example of New York, Massachusetts and other States by appointing a Commission to investigate the condition of the Blind in Ontario and report thereon to the Legislature. Let it not be forgotten that only ten per cent. of the blind are under twenty years of age, and not more than five per cent. are eligible for admission to this school.

The expenditure on maintenance account shows an increase, explained by the increased average attendance, the advanced price of fuel, butter and

other supplies, some advances in wages and salaries, the provision of the point printing plant and the staff notation apparatus, the re-equipment of the basket shop, and more than the usual outlay upon the repair of buildings.

On the other side of the account, there was an increase of casual revenue, which exceeded $1,700.00.

Changes in Staff.

Mr. Daniel T. Green took the position of Supervisor of Boys on November 1st, 1907, succeeding Mr. Lorne Atkins.

Miss Ethel S. Rae succeeded Miss Catharine Gillin as Literary teacher, 1st January, 1908.

Mr. John H. McDonald succeeded Mr. A. L. McIntyre as Assistant Engineer, 1st September, 1908.

Mrs. Anna McCanna succeeded Miss A. M. Rice as Matron, 1st September, 1908.

Miss Ella Cooper succeeded Miss A. M. Baird as Teacher of Sewing, 25th September, 1908.

Attendance.

The total registration of pupils in the session of 1907-08 was 123, exactly the same as in the two preceding sessions; at the opening on September 25th, 1907, there were 112 pupils as compared with 110 at the opening of the preceding session; at the close 117 as compared with 104. Eleven pupils, who were not present at the opening, arrived during the session. Of the six pupils who were present during a part of the session, but did not remain until the end, one (male) went away in delicate health, one (male) left to have his eye treated by a specialist, one (male) went home for Christmas and became ill there; three (females) left towards the close of the session on account of illness.

Of the 117 pupils who were present at the end of the session, there were 62 males and 55 females.

The number of pupils in attendance at the opening on September 23rd, 1908, was 109, as compared with 112 at the corresponding date in 1907, and 117 at the closing of the school term on June 17th, 1908. Of those in attendance at the close of the last term, 88 had returned, eight former pupils who were not here at the close of last term had come back, and thirteen new pupils had been enrolled. Of the eight described as former pupils, four were not in attendance during any part of the session of 1907-08. The absence of the twenty-nine who left in June but did not return in September is thus explained:—

One (male) graduated in Organ and Piano and has gone into concert work; three (males) graduated in tuning; two (males) left to teach vocal music and do concert work; one (male) proposed to earn a living as an elocutionist and tuner; one (male) gave up his musical course on account of increasing deafness; the presence of one (male) was considered undesirable; one (male) was mentally defective; one (male) was ill; the parents of one (male) had removed from the Province; the absence of one (male) was unexplained. Two (females) went to teach music; two (females) to pursue their musical studies elsewhere; one (female) had completed her literary course; four (females) were detained by domestic reasons; seven (females) were detained by illness.

The ages of the new pupils are as follows:—

Males.		Females.	
Twenty-three years	1	Twenty-six years	1
Eighteen years	1	Twenty years	1
Seventeen years	3	Sixteen years	1
Fifteen years	1	Fifteen years	4
Eleven years	1	Fourteen years	1
Five years	1	Thirteen years	1
	8	Twelve years	1
		Eleven years	1
		Nine years	1
		Seven years	1
		Total females	13
		Total males	8
		Total males and females	21

The total registration in the official year, October 1st, 1907, to September 30th, 1908, was 139—71 males and 68 females—against 144 in the preceding official year.

Pupils Registered in Session 1907-08.

Name.	Residence.	Name.	Residence.
Allison, Cameron	Vankleek Hill.	Mealing, Oliver	Brantford.
Boudreault, Joseph	Ottawa.	Murray, Ancile	Toronto.
Brimacombe, James	Victoria Harbour.	Nicolson, John	Bruce Mines.
Brown, Edward	Ottawa.	Ouellette, Arthur	Belle River.
Burgess, Lloyd	Princeton.	Patterson, Clifford	Hamilton.
Chatelain, Jean	L'Orignal.	Paul, Leonard	Haileybury.
Clarke, Walter	Toronto.	Paulson, Andrew	Wessington, Alberta.
Clemmett, Wilber	Omemee.	Porte, Aquila	Aylmer.
Colby, Edward	Stratford.	Pride, Frank	Moncrieff.
Crew, William	Toronto.	Raymond, Walter	Collingwood.
Cundy, John	Regina, Sask	Ross, Leslie	Elstow, Sask.
Daniel, Ovila	Big Point.	Ryan, Ener	Elginfield.
Derbyshire, Byron	Athens.	Sherman, Leonard	Taber, Alberta
Duff, Charles	Banda.	Simmons, Walter	Copper Cliff.
Elnor, Harold	Toronto.	Simpson, Edward	Brampton.
Fenton, Mills	Allenford.	Skinkle, George	Warkworth.
Frayne, Orville	Forest.	Smith, Joseph	London.
Goldie, Roy	Sarnia.	Steele, Frederick	Perth.
Golz, Gustav	Beausejour, Man.	Thompson, William G.	Toronto.
Harvey, Walter	Toronto.	Treneer, Herbert	Kingston.
Hawken, Howard	Whitby.	Valiant, Horace	Toronto.
Henderson, Richard	Duntroon.	Vance, Frank	Toronto.
Higgins, Thomas	Toronto.	West, Lionel	Galt.
Johnston, Harold	Brockville.	White, Harry	Swansea.
Kelland, Wilber	Kirkton.	Wilkinson, Byron	Sarnia.
Kelley, Byron	Oakville.	Wilson, Roy	Brockville.
Kennedy, Thomas	Guelph.	Wisner, William	Schomberg.
Lee, George	Epping.	Yarocki, Harry	Garland, Manitoba.
Lott, Albert	Brussels.	Ash, Rachel	Sarnia.
Marcotte, Cleophose	Mattawa.	Barr, Janet	Ancaster.
Martel, Ubald	The Brook.	Bickerton, Gladys	Navan.
McAvoy, Thomas	Bruce Mines.	Branston, Ethel	Hamilton.
McBride, Charles	Danforth.	Bullock, Eva	Woodstock.
McCaul, David	Hintonburgh.	Catling, Nellie	Cockburn Island.
McCutcheon, Roy	Cathcart.	Conybeare, Nettie	Innerkip.
McDonald, John	Alexandria.	Crawford, Annie	Strathroy.
McDonald, Norman	Mitchell.	Cuneo, Mary	Earlscourt.

PUPILS REGISTERED IN SESSION 1907-08.—*Concluded.*

Name.	Residence.
Curry, Catharine	Toronto,
Davidovitz, Esther	Hamilton.
Davison, Winifred	Griersville.
Deschenes, Louise	Bonfield.
Doherty, Marguerite	Peterborough.
Duciaume, Eva	Rockland.
Elliott, Isabel	Elkhorn, Manitoba.
Foster, Olive	Chatham.
Fox, Irene	Walkerville.
Fruiter, Pearl	London.
Hawley, Doris	Winnipeg, Manitoba.
Hepburn, Alice	Port Elgin.
Hepburn, Harriet	Port Elgin.
Hewison, Betsy	Toronto.
Johnston, Charlotte	Guelph.
Johnston, Eva	Glencoe.
Kaufman, Blanche	Ridgetown.
Kight, Grace	Ottawa.
Liggett, Margaret	Indian Head, Sask.
Macpherson, Mary	Oso Station.
Marsh, Mary	Holland Landing.
McCannan, Beatrice	Kenora.
McEwen, Geraldine	Radisson, Sask.
McPherson, Helen	Arkona.
McQuade, Ethel	Stratford.
Meehan, Laura	Toronto.
Miles, Mildred	Toronto.
Munro, Isabel	Woodstock.
Nevin, Pearl	Havelock.
O'Neill, Mary	Hintonburgh.
O'Reilly, Edith	Ottawa.
Patterson, Alma	Brantford.
Rooke, Emma	Dereham Centre.
Routley, Elsie	Toronto.
Sage, Edna	Fanshawe.
Sage, Verna	Fanshawe.
Speers, Edith	Griswold, Manitoba.
Spicknell, Letitia	London Junction.
Squair, Ethel	Williamstown.
Stearns, Sarah	Ottawa.
Stephenson, Muriel	Collingwood.
Stevens, Ethel	Peterborough.
Stickley, Alice	Toronto.
Thompson, Gladys	Toronto.
Thompson, Teresa	Hamilton.
Thomson, Victoria	Ottawa.
Wilcox, Catharine	Toronto.
Wolsey, Esta	Toronto.
Wyld, Gretchen	Wetaskiwin, Alberta.

NEW PUPILS AT OPENING OF SESSION, 1908-09.

Name.	Residence.
Bartley, Alonzo	Edgar's Mills.
Bartley, Lyman	Edgar's Mills.
Garlick, Walter	Ottawa.
Graham, Glen (re-adm)	Birnam.
McDonald, Norman "	Mitchell.
O'Donnell, James	Lanark.
Porte, Aquila (re-adm)	Aylmer.
Rees, Walter	Steelton.
Brooks, Ruby	Bluevale.
Heaphy, Norah	Ottawa.
Henrich, Evelyn	Brantford.
James, Gertrude (re-ad)	Waterford.
Lansdowne, Norah	Toronto.
McLeod, Lily (re-adm)	Webbwood.
McQuade, Ethel "	Stratford.
Miles, Mildred "	Toronto.
Miller, Susan	Gravenhurst.
Muntz, Eva (re-adm)	Vegreville, Alberta.
Quinn, May	Hillside.
Slough, Grace	Fenwick.
Wright, Elsie	St. Catharines.

ENTERTAINMENTS.

The regular Tuesday night entertainments by the pupils were continued during the session of 1907-08, five boys and five girls being called upon, in the order in which their names appear on the roll, to provide the programme for each evening. Thus all the pupils, from the youngest to the oldest, obtain some experience in appearing before an audience, and the programmes usually contained a pleasing variety of instrumental music, songs, recitations, addresses and dialogues. The teachers willingly gave such help as was asked for, both in selection and in preparation. On several occasions, special features were introduced. A boy having recited Tennyson's "Charge of the Light Brigade," Richard Henderson, another pupil, was asked to give an address on the circumstances connected with the famous "Charge." This he did on the succeeding Tuesday, starting with the persecution of the Greek Christians by the Turks as the cause of the war, describing the campaign in the Crimea which ended with the fall of Sebastopol, and going minutely into the details of Lord Cardigan's famous, but useless, ride of half a league to the Russian guns. On another Tuesday evening, Eva Johnston recited

Southey's "After Blenheim," and Grace Kight gave an address on the battle of Blenheim and the career of the Duke of Marlborough, with incidental reference to the claim of the Duke of Anjou to the Spanish throne and the indignation of William III. against Louis XIV. for acknowledging the exiled Stuart as King of England. One evening the programme included the singing of Burns' "Scots Wha Hae" by John Nicolson, followed by an address by the same pupil on the Battle of Bannockburn, the preparation of which involved considerable historical research. Joseph Boudreault on another occasion sang "The Marseillaise" and gave an entertaining sketch of the career of Napoleon Bonaparte. Pearl Nevin, who lives at the town of Havelock, told the story of the founding and growth of that town and added a biographical sketch of Sir Henry Havelock in whose honour the town was named, with an account of the relief of Lucknow, embellished by the reading of "Jessie's Dream." Eva Bullock, who resides at Woodstock, contributed a history of her home town. Alice Stickley gave a very instructive address on Champlain's Career in Canada, a chorus of girls singing "Canada, Land of My Heart's Adoration." Some of these pupils wrote out their addresses and committed them to memory. Others collected their facts, arranged their notes and delivered their addresses extemporaneously. All agreed that the exercise was beneficial to the speakers, and a lot of useful information was thus conveyed to the pupils. One Tuesday evening was occupied by the Principal, who gave an account of a visit to New York, including an inspection of the quarters of the New York Association for the Blind presided over by Miss Winifred Holt, at 118 east 59th street, New York, and of the Industrial Home for the Blind, under the management of Mr. Eben P. Morford, at 512 Gates Avenue, Brooklyn. The teachers contributed one evening's programme, which contained essays by Mr. Roney and Mr. Green, songs by Miss Lee, Mr. Usher, Mr. Andrews and Mr. Wickens, recitations by Miss Walsh and Mr. Gardiner, a reading by Miss Rae and a piano solo by Miss Harrington.

Thanksgiving Day and Hallowe'en were both celebrated on October 31st, bringing scores of visitors to the Institution. In the evening the pupils entertained one another and some of the visiting friends in the music hall with a programme upon which were the names of several new pupils, making their first appearance on the platform. An hour and a half was pleasantly spent in listening to recitations by Albert Lott, Mary Cuneo, Eva Johnson, Leslie Ross, Harriet Hepburn, H. F. Gardiner, Orville Frayne, Ethel Squair, Leonard Paul, Edith Speers; songs by William Thompson, Walter Simmons, Emma Rooke, Louise Deschenes, John McDonald, Frederick Steele, Elsie Routley, Roy Wilson; a vocal solo by Isabel Elliott and piano solos by Sarah Stearns, Lloyd Burgess and others.

The junior girls of the Institution, who had been trained in their parts by some of their older fellow pupils, gave a concert on November 26th. It began with a Welcome Chorus, with Emma Rooke as accompanist. Then followed recitations: "The Flowers," by Rachel Ash; "We are Seven," by Ethel Squair; "Setting the Table," by Betsy Hewison; "The Women's Crusade," by Edith Speers; "Dorothy's Must Nots," by Doris Hawley; "The Child that Wouldn't Say Please," by Olive Foster; "Miss Fidget," by Mildred Miles; vocal solos: "The Tree loves Me," by Gladys Bickerton; "It Comes from the Forest," by Elsie Routley; "Voir Tout en Rose" (in French), by Eva Duciaume; "The Angel's Gift," by Isabel Elliott; "After the War Is Over," by Emma Rooke; "The Letter is for my Papa," by Gladys Thompson; piano solos: "Cradle Song," by Blanche Kaufman; "A Curious Story," by Mary Marsh; "The Pet Waltz," by Ethel Stevens; "L'Etude," by Ethel

McQuade; "Normandy," by Sarah Stearns; "The Dream of Love," by Beatrice McCannan; a kindergarten song, "Rock-a-Bye Baby"; dialogues, "The Magic Box," by Esther Davidovitz, Winifred Davison, Nellie Catling, Laura Meehan, Nettie Conybeare, Harriet Hepburn and Irene Fox; "Three Little Helpers," by Gladys Bickerton, Geraldine McEwen and Mary O'Neill; a quartette, "The Happy Family," by Pearl Fruiter, Marguerite Doherty, Muriel Stephenson and Teresa Thompson; Choruses: "Indeed We Do," "The Land of the Maple," "Santa Claus" and "Good Night." At the conclusion of the programme a vote of thanks to the girls was moved by Thomas Kennedy, and seconded by Joseph Boudreault, after which all joined in singing "God Save the King."

The Christmas Tree entertainment on the evening of December 25th was, as usual, made memorable by the distribution of presents to all in attendance. The following programme was presented:—

Organ solo, "Offertory," Louise Deschenes; recitation, "The Last Hymn," Elsie Routley; song, "The Colored Band," Roy Wilson; recitation, "Santa Claus' Reproof," Margaret Liggett; piano solo, "The Midnight Fire Alarm," Beatrice McCannan; song, "Old Uncle Ned," Roy Goldie; piano solo, "The Echo of Lucerne," Sarah Stearns; song, "Annie Laurie," John McDonald; recitation, "Kindness," Harriet Hepburn; "Christmas Carols," by the chorus of girls, Beatrice McCannan, accompanist; piano solo, Mazurka (two step), Horace Valiant; piano solo, "Marseillaise," Jean Chatelain; song, "The Holly," Elsie Routley; piano solo, "Spring Song," Pearl Nevin; recitation, "Christmas One Hundred Years to Come," Edith O'Reilly; song, "The British Navy," Isabel Elliott; piano solo, "In a Gondola," Irene Fox; chorus, "Stein Song" solo by John Nicolson; organ solo, "Melody from Mozart's Sonata in A," Horace Valiant.

These entertainments were of a sort of family character, no general invitation being given to the public to attend them, though pupils were permitted to invite their friends. To the more elaborate entertainments given before the Christmas and the Midsummer holidays the public were invited through the newspapers, and on each occasion the attendance was large. The programme at the Christmas concert, held on December 19th, 1907, follows:

Organ ..... Overture "William Tell" ..... *Rossini*
LOUISE DESCHENES

Chorus ..... (*a*) "Santa Claus"; (*b*) "The Pop-Corn People" .....*Gaynor*
KINDERGARTEN CLASS

Recitation ..... "Two Little Stockings" .....*Sarah K. Hunt*
GLADYS THOMPSON

Song ..... "The Raft" ..... *Pinsuti*
JOHN NICOLSON

Piano ..... "Duetto" ..... *Mendelssohn*
CATHARINE CURRY

Recitation ..... "When Christmas Comes" ..... *Margaret Sangster*
MILDRED MILES

Part Song ..... "Robin Adair" .....
CHORAL CLASS

Organ ... First Sonata, Op. 42 (Largo, Allegro, Pastorale, Finale) .....
CHARLES DUFF *(Alex. Guilmant*

Recitation ..... "A Christmas Carol" ..... *J. G. Holland*
MARY CUNEO

Piano ..... "Shepherds All and Maidens Fair" ..... *Nevin*
MARGARET LIGGETT

Song and Chorus ..... "The Knights" ..... *Gaynor*
TERESA THOMPSON AND KINDERGARTEN CLASS

Recitation ..... "The Bicycle Ride" ..... *James Clarence Harvey*
ROY WILSON

Two pianos ..... "Pique Dame" ..... *Suppe*
EVA JOHNSTON AND HELEN MCPHERSON
ETHEL MCQUADE AND MARGARET LIGGETT

Song ..... "I Fear no Foe" ..... *Pinsuti*
JOSEPH BOUDREAULT

Recitation ..... "Christmas One Hundred Years to Come" ..... *L. Eisenbeis*
EDITH O'REILLY

Piano ..... "Etude" ..... *Moscheles*
HORACE VALIANT

Part Song .....(*a*) "Silent Tide" ..... *Pinsuti*
(*b*) "The Broken Pitcher" ..... *Caldicott*
CHORAL CLASS

Two Pianos ..... "Slavonic Dance" .....
EVA BULLOCK AND VICTORIA THOMSON

Recitation ..... "Bob Cratchit's Christmas" ..... *Dickens*
ISABEL ELLIOTT

Song ..... "Erl King" ..... *Schubert*
THOMAS KENNEDY

Organ ..... Russian National Hymn, Concert Variations Opus 2 ..... *A. Fryor*
HERBERT TRENEER

Part Song ..... "Good Night" ..... *Pinsuti*
CHORAL CLASS

GOD SAVE THE KING.

The following report of the summer concerts is taken from the *Brantford Courier* of June 16th, 1907:

Owing to the large number of advanced pupils who are completing their course at the Ontario Institution for the Blind this term, it was deemed advisable to give two closing concerts, the first of which was held on Friday evening, June 12th, and the second on Monday evening, June 15. Happily the weather was cool, and the large audiences enjoyed the long performances without discomfort.

Principal Gardiner, in opening the proceedings, mentioned that programmes had been printed in ink for the sighted, and in New York point for the blind, so that both classes could know what was coming next. The pupils had just completed a strenuous week of literary examinations, preceded by a week of musical examinations, and he would not delay the work of the evening by giving his customary resume of the achievements of the session.

The opening number on the piano was Weber's "Concert Stueck" with orchestra accompaniment, by Miss Louise Deschenes, of Bonfield, who later in the evening played Beethoven's "Sonata C-sharp Minor" and an "Etude" by Mendelssohn, showing, as did other performers on the piano, a thorough grasp of the compositions, and a thoughtful, brilliant interpretation of the music of the old masters. Miss Eva Bullock, of Woodstock, in her first appearance, played Henselt's "If I were a Bird" and Chopin's "Ballade, Op. 47," and later Chopin's "Polonaise, Op. 22," with orchestra accompaniment, being rewarded not only by the applause of the audience, but also by a couple of magnificent bouquets from admiring friends. Miss Alice Stickley, of

Toronto, who has on several previous occasions assisted at O.I.B. concerts, played with great acceptance, Liszt's "Love Dreams" and Chopin's "Military Polonaise," and a part of Beethoven's "Concerto C Minor" with orchestra accompaniment, the other part being taken by Miss Victoria Thomson, of Ottawa, who also played Schubert's "Impromptu," and Karganoff's "Valse Caprice Op. 16" with grace and accuracy. The other instrumental numbers were Leschetizky's "Two Larks" on the piano by Miss Grace Kight of Ottawa, always a favorite performer at Institution concerts, and Rossini's "William Tell" on the organ by Charles Duff, who sustained his reputation as a musical genius and received a flattering compliment from the enthusiastic audience, who recognized the thoroughness of the training which had produced such results. The Darwen orchestra, with Miss Edith Harrington at the second piano, accompanied most efficiently the different concertos, Mr. Norman Andrews, the musical director of the Institution, conducting throughout.

Vocal solos were contributed by Miss Isabel Elliott of Elkhorn, Man., who sang "Angels' Serenade" by Braga, with violin obligato by Mr. W. Darwen, receiving deserved applause; Mr. Joseph Boudreault of Ottawa, who appeared to his usual advantage in Stuart's "Bandalero," and Mr. John Nicolson of Bruce Mines, whose fine tenor robusto voice brought out all the excellences of Barker's "White Squall." Had encores been permitted these soloists would have been recalled.

The work of the choral class included Barnaby's "Sweet and Low" and Bridge's "The Flag of England"—which had been commended by Sir Frederick Bridge himself on the occasion of his visit to the Institution a few weeks previously—with obligato soprano by Miss Ethel Leinster, and the closing number "Calm be thy Slumbers" by Bishop. The tone, expression, attack and ensemble were all that could be desired.

Before the singing of God Save the King, the principal called attention to the welcome presence of many former pupils of the Institution, of several relatives of the pupils who had taken part in the programme, of His Worship Mayor Bowlby and of Rev. Mr. Harvey, who had been a faithful and valued friend of the pupils and teachers.

Both these gentlemen responded in brief but appreciative addresses.

Monday Night's Concert.

The programme presented at last evening's concert differed from that of Friday evening in one important respect. Mr. Herbert C. Treneer, of Kingston, played two full graduation programmes, one on the piano and the other on the organ. His piano selections included Beethoven's "Waldstein Sonata," Chopin's "Polonaise C sharp" and Mendelssohn's "Concerto G Minor," the last with orchestra accompaniment. On the organ Mr. Treneer played Bach's "Toccato and Fugue D Minor," Wagner's "Lohengrin," Guartier's "Staccato" and Fryer's "Russian National Anthem with Variations." In Wagner's prelude the possession of an excellent knowledge of registration was demonstrated, and in all his numbers he showed well developed manual and pedal technique. Mr. Treneer is the first blind student to graduate in organ, but his success with that instrument did not overshadow his piano performances. Mr. Thomas B. Kennedy, of Guelph, played Chopin's "Etude C Minor," Hummel's "Sonata Op. 13," and the Andante Presto part of Mendelssohn's Concerto, showing brilliant execution, and correct interpretation in his numbers. He also sang "The Raft" by Pinsuti with good expression, his fine baritone being much admired. Other vocal num-

bers were "Arm, Arm, ye Brave" by Mr. Joseph Boudreault, and "The Green Hill" and "The Toilers" by Mr. John Nicolson. The choral class sang Caldecott's "Little Bo Peep." All the performers were applauded. The Darwen Orchestra, with Mr. Andrews at second piano, accompanied the concerto. A feature of the instruction given at the Institution is that all the pupils are taught the art of accompanying. As a whole, the second concert was thoroughly enjoyable, and many compliments were paid to Mr. Andrews, the musical director, to Miss Moore and to Miss Harrington for the excellence of their work.

At the conclusion of the programme, the certificates obtained in the Toronto College of Music examinations were presented by the principal to Pearl Nevin, Margaret Liggett, Eva Johnston, Horace Valiant, Joseph Boudreault and Chas. Duff, and his two graduation diplomas were presented to Herbert C. Treneer by Mr. W. Norman Andrews. The proceedings closed with God Save the King.

At intervals throughout the session, several of the male pupils sang and played by invitation at entertainments and in churches in the city, and one of them, described in the *Parkhill Post* as "Master Charles Duff, a most talented boy pianist from the Ontario Institution for the Blind at Brantford," took part in a concert in that town, the Parkhill paper reporting that:

"Master Duff, who is but a lad of 15 years, displayed a wonderful talent as a pianist and was recalled after each of his numbers. He combines a most sympathetic musical temperament and intelligence with an ample technique and the result is most satisfying. Mr. E. A. Humphries, who was for seven years musical director at the O.I.B., and the teacher of Master Duff, was the accompanist of the evening."

Three of the pupils gave a concert at Barrie, which was thus reported by the *Barrie Examiner*, of April 23rd, 1908:

The entertainment given in St. Andrew's Church, Thursday night, by the blind students was a revelation to those who attended, and kindled a very lively interest in the work of the Brantford Institute. Herbert Treneer, a youth of seventeen, who has been blind from birth, proved himself a most competent pianist and organist, playing a variety of selections, including some very difficult ones, with rare interpretation, rich expression and brilliant technique. Considering the terrible handicap under which he labors, Mr. Treneer's skill is marvellous. Mr. John Nicolson, the tenor soloist, is a young Scot who lost his sight of both eyes in a mine explosion six years ago. He has been singing only about a year, but he gives excellent promise. His upper notes are particularly good and he sings with splendid spirit. "Wi' a Hundred Pipers" showed his voice and style to best advantage and was enthusiastically encored. Roy Wilson, the elocutionist, gave two lengthy selections that showed careful preparation with special attention to enunciation. Prof. Andrews of the Brantford Conservatory accompanied the party and gave a short address on the work of the Institute, where the blind are cared for and educated free of charge. Altogether the concert was one of exceptional interest and a warm welcome will be given the young men should they return.

Two entertainments were given to the pupils in the Music Hall of the Institution by choirs from the city. The *Brantford Expositor* of April 29th, 1908, reported that the united choirs of the Wellington Street Methodist and Congregational churches, reinforced by the Darwen orchestra, all under the leadership of Mr. Thomas Darwen, visited the Ontario Institution for the Blind last evening and presented an excellent programme for the entertainment of the pupils and staff. The opening number was a chorus "Unfold Ye Por-

tal," followed by an organ solo "Suite Gothique," by Mr. Darwen. The quartette, "Nearer, Still Nearer," Misses Whittaker and Secord and Messrs. Styles and Kerr, was splendidly rendered, as was the duet, "I Live and Love Thee," Miss Armstrong and Mr. Styles. Miss Whittaker sang a solo, "The Making of the Hay," and with Messrs. Styles and Kerr she took part in the trio, "Praise Ye." Miss Gladys Garvin sang "The Only Days" very prettily, and Mrs. Zinn displayed her magnificent voice in a duet with Miss E. Burns, "Love in May." Other choral numbers were "The Radiant Morn," "I am Alpha and Omega," "Send Out Thy Light," and Mozart's "Gloria in Excelsis," for a finale. The Darwen orchestra contributed three numbers and Mr. Darwen played "Romance" on the piano. Never has an hour and a half been more delightfully passed at the O.I.B. than in listening to this fine programme. At the conclusion Principal Gardiner expressed the thanks of the pupils and teachers for the entertainment and invited the visitors to come again. Light refreshments were served in the teachers' parlor to the members of the choirs.

On June 2nd, the choir of St. Andrew's Church, under the leadership of Mr. S. Percy Davies, presented the following programme:

"Hail Smiling Morn," The Choir; song, "Tom Bowling," J. Haworth; reading, "The Baseball Game," Miss McLean; "Ave Vernow," The Choir; song, "Farewell to Summer," Mr. Crooks; "Eldorado," The Choir; song, "I Know a Lovely Garden," Miss Howie; piano duet, "Parting March," Misses Moffat; "Hark, Hark, My Soul," The Choir; song, "The Deathless Army," Mr. McGregor; reading, "Lasca," Miss McLean; song, "Were I a Gardener," Miss Gilmore; "Breathe Soft Ye Winds," The Choir; song, "Lend Me Your Aid," Mr. Crooks; "Lead Kindly Light," The Choir; God Save the King.

These visits from friends and well-wishers in the city are much appreciated by all connected with the Institution, both for their social and their educational value, and we hope to have many more of them in the years to come.

After Leaving School.

The success of several of last session's pupils, who started in promptly to do something for themselves, is very gratifying. One parent in the west wrote on September 20th to express his pleasure with the progress made by his daughter, adding: "We think she has done excellently, and we most sincerely thank you, and all who work under you for the kindness shown, tuition given and results attained." He describes three concerts given by his daughter during the vacation which, although obstacles of season and weather had to be overcome, netted more than $67.00.

A young man wrote from Ottawa, that he had taken part in several concerts, he had eight pupils in vocal music, with good prospects for an enlargement of his class, and he expected to give a recital in the fall, with the Principal of the O.I.B. in the chair.

The *Bruce Mines Spectator* of Aug. 28th reported that the concert given by Mr. John Nicolson, who was a pupil up to the end of last session, was a decided success, and that Mr. Nicolson had wonderfully improved since his last appearance in Bruce Mines. The proceeds amounted to $41.00.

The *St. Joe Herald* of Aug. 27th contained an appreciative paragraph about a concert given by Mr. Nicolson at Richard's Landing on St. Joseph's Island.

Mr. Nicolson took part in a concert at Eglinton with Herbert Treneer just after the closing of the school in June, and later in the season he gave a

series of concerts in the towns and villages of Northern Ontario, which netted him a good living wage after defraying all expenses. He writes a good, cheerful letter and is confident of his ability to make his way in the world.

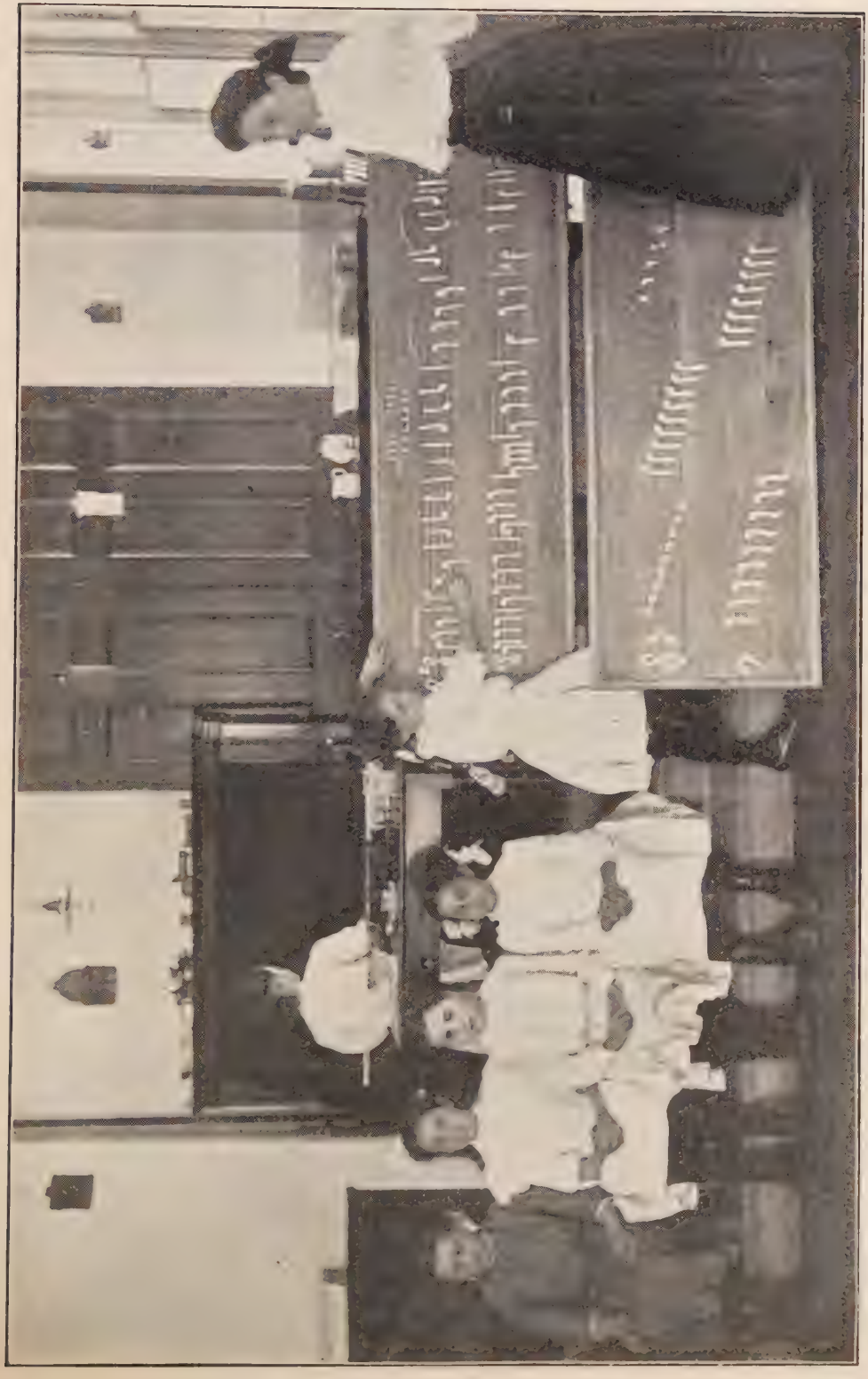
Another ex-pupil writes that he is building up a good business as an osteopathist.

The *Ottawa Citizen* of July 7th contained a very generous notice of the appearance of one of the O.I.B. pupils in the ranks of Ottawa's teachers of music, from which the following is extracted:

"A blind girl, Miss Grace Kight, has lately returned from a 15 years' course spent in training at the Brantford Institute for the Blind, and guarantees to teach pupils music up to the point where they may take an intermediate examination. Miss Grace Kight resides at 79 Eccles street. She has been blind from birth and has spent the greater portion of her life in the Brantford school.

"Miss Kight holds four honor certificates from the Toronto College of Music, two for first and second year theory, and two for first and second year piano. She plays with good expression and with great precision. She starts her pupils with a book describing and depicting the forms and signs of music, and in her teaching work is well able to make the pupil forget her teacher's affliction of blindness. One of her pupils, Miss Eva Cowan, is making splendid progress, and her work is an excellent tribute to Miss Kight's efficiency. Besides her ability to play the piano, Miss Kight has other accomplishments which are not always possessed by those who are not handicapped by her affliction. She is a splendid performer upon the pipe organ, and also plays the auto-harp, while at the typewriter her work is quite astonishing. Recently she was timed while writing the alphabet which she rattled off in seven seconds. Miss Kight is very bright and intelligent, and makes light of her blindness. To a *Citizen* reporter she explained her method of teaching music in a very business-like way, and played a difficult composition without hesitation or apparent difficulty. Two other young Ottwa girls, Miss Edith O'Reilly, of 40 Sophia street, and Miss Annie V. Thomson, of 295 Nicholas street, were pupils at the Brantford Institution last term. Miss Thomson also intends teaching music in Ottawa."

The Kingston papers of September 15th gave good reports of a concert by O.I.B. pupils, the *Whig* stating that "fully three hundred people were gathered in St. George's Hall on Monday evening when a concert was given by the blind artists, Herbert C. Treneer, Kingston, Roy Wilson, Brockville, and Joseph Boudreault, of Ottawa. These three young men—none of them over twenty-four years of age—have all suffered from the loss of their sight, but their work is really marvellous. Mr. Treneer needs no introduction to Kingston music lovers as his playing has been enjoyed by many large audiences in the city. His playing on this occasion was a great surprise to the large number present. He played the most difficult compositions with perfect ease, and one to hear him could not realize that he was not in possession of his sight. Mr. Wilson is an elocutionist of rare ability, his many numbers being greatly enjoyed. He gave three recitations 'The Bicycle Ride,' 'The Whistling Regiment' and 'The Cremation of Sam Magee.' Mr. Boudreault possesses a sweet baritone voice, of which he has perfect control. His best number was 'The Palms,' sung in French, by special request of one of the ladies present. These three young men have been giving a series of concerts in the west and have met with great success. Their work has been a wonder to all who have listened to them while they have been on tour. The chair was occupied by Rev. Canon Starr, of St. George's Cathedral."



Teaching Staff Notation to the Blind, O. I. B., Brantford.

The *Brockville Recorder* of September 8th reports a concert in that town by the same pupils, describing Joseph Boudreault as a baritone soloist of considerable reputation and teacher of vocal music in the capital, and adding: "He possesses a soft, clear, sweet voice, always under perfect control, and his singing was a signal for considerable applause. The piano selections of Mr. Herbert Treneer, of Kingston, showed careful training and thorough mastership of the instrument. Mr. Treneer is a young man and intends shortly to leave for Germany to finish his musical education. Brockville's representative, Roy C. Wilson, is an elocutionist and those who heard him were agreeably surprised. He has ability and with financial assistance which he hopes to secure during the coming autumn months will finish his course at the Toronto Conservatory of Elocution. To-night the young artists appear in Cardinal, to-morrow night at Iroquois and Wednesday evening at Morrisburg. Councillor A. M. Patterson presided."

The following pupils passed the Toronto College of Music examinations:

Diploma (piano), Herbert C. Treneer.
Diploma (organ), Herbert C. Treneer.
Third year piano, first-class honours, Herbert C. Treneer.
Third year piano, first-class honours, Horace G. Valiant.
Second year piano, first-class honours, Charles Duff.
Second year piano, honours, Margaret Liggett.
Second year piano, pass, Eva Johnston.
First year piano, first-class honours, Ethel McQuade.
First year piano, honours, Pearl Nevin.
Third year organ, first-class honours, Herbert C. Treneer.
Second year organ, first-class honours, Charles Duff.
First year organ, first-class honours, Charles Duff.
Second year vocal, honours, Joseph E. Boudreault.
First year vocal, first-class honours, Joseph E. Boudreault.
First year written harmony, first-class honours, Charles Duff.
First year written harmony, first-class honours, Margaret Liggett.
First year written harmony, first-class honours, Horace Valiant.
First year piano harmony, honours, Margaret Liggett.
First year musical history, first-class honours, Horace Valiant.
First year musical history, first-class honours, Margaret Liggett.
First year musical history, first-class honours, Charles Duff.

During the summer vacation the pipe organ in the Music Hall was overhauled and repaired.

Piano Tuning.

Seventeen pupils received instruction in piano tuning during the session from Mr. Usher. Of these, four became qualified to take situations in piano factories, if such had been available; unfortunately the depression in trade had compelled most of the piano manufacturers to reduce their staffs, instead of taking on new hands. Three of these pupils decided to take their chances as custom tuners; two others to do what tuning they could get to do, while depending principally on concert work as vocalists for their living; two others are skilled instrumentalists and will teach or do concert work, with tuning as a side line; one will probably excel as a salesman, another will be debarred by increasing deafness from success as a tuner. Partial outfits were loaned to such of these young men as desired them, with the understanding that, if they should find remunerative occupation as tuners, the return of

the tools would not be asked for. The other eight pupils will continue their study and practice under Mr. Usher. In spite of the temporary set-back due to the depression above referred to, I still regard piano tuning as one of the best trades for a blind man, but success in it requires something more than a good ear. The pupil who begins to study in childhood or early youth is much more likely to become a good tuner than the one who begins in adult years. Then tuning is a gentleman's trade, and the boy who cannot restrain his inclination to scuffle in the dormitories and corridors, who is slovenly in his appearance or rough in his language, must not expect to be trusted in the vicinity of a valuable piece of furniture like a piano; certainly no lady would admit such a fellow to her parlor to tune her piano, however expert he might be. Thus it will be seen that the study of tuning is a privilege involving corresponding duties and responsibilities. With the completion of the new workshop building, I hope to have much more convenient quarters for the tuning pupils, and the contemplated classes in sloyd should assist them in doing repair work. I again recommend the engagement of the tuning instructor for the whole of the school day, instead of half-time, as the younger pupils especially need constant supervision to get from them the best results.

Trades for the Blind.

(From *Von Unsern Blinden*, Vienna, 15th March, 1908).

Although on many sides, and especially by the blind themselves, the cultivation of music is spoken of as being the best means to enable the blind to earn a living, although there is a general desire to open this way for the blind as far as possible, it must be admitted that there are few blind whose talents qualify them for prominence in musical performance, and that blind musicians of mediocre ability in the first place cannot hope to find suitable employment, and, secondly, they incur the danger of being placed in an unworthy position. It is with this as with so many other questions connected with the education of the blind; individuality counts; intellect and talent must be appraised; and consideration must be given to the circumstances in life of the pupil about to leave the Institution; only in this way can be found a suitable educational plan or method.

Looking over the ground, there remain for the great majority of the blind trades and handwork as the most important outlet. Music shall not on this account be disregarded, but it will not be pursued in such a way as to destroy the pleasure in and readiness for work. Experience amply demonstrates that the training of the blind in handwork is in many cases much more difficult than education for a musician is, because of the fact that the blind person feels himself strongly attracted to the music, and he devotes body and soul to it with gladness, believing that he can see therein happiness and a brilliant future, whereas he regards handicraft as something less worthy and naturally less pleasant. For this reason blind children from their earliest youth should be taught to like handwork, making them, through occupations at first half play and half earnest, get used to being busy with their hands and training them to a desire and love for active and useful work. In our Institution it is the rule, on this account and also because even the musician has urgent need of it, to train the hands of a pupil at the very beginning of his education. First there are the kindergarten occupations, with alternate play and song, which with the use of the Ergostat and the muscle strengthener accustom the little fingers of the blind children to activity. Sometimes, but not in all cases, we can start clay-modelling along with the Kindergarten

work, to give the blind special material to train and strengthen the hand and give to it ability to distinguish. Hereto are added hand and finger gymnastics with and without apparatus, in cleverly graduated exercises; then follows easy work with wooden staves and wooden models, in which tools such as the hammer, pincers and bodkin are employed. Pupils so prepared come finally into the cabinet-work, where they begin to use a full kit of tools. This is of special importance to basket-makers and piano-tuners, because they require, more than the brush-makers, to be skilful in the use of the bench, the plane and tools in general.

Such a varied course requires from start to finish four or five years and then the pupil is fit to be made acquainted with the real trade. Here also begins a carefully planned graduation in the instruction. The pupil, who enters the workshop at the age of twelve years, will be first employed in a preparatory way on plain, light handles. He gets to know the material, how to use it, the tools, etc. Great care is taken that the pupil shall not be fatigued beyond the limit of his bodily strength. The time for work is measured so as not to damage the organism of youth. The bodily fitness of the young tradesman and the possibility of his progress, the teacher notes for the advancement of his apprentice. After the fourteenth year, though sometimes later, because the abilities and qualifications of the blind are so different, begins the serious training in the trade, which is gradually increased and rendered as intensive as the strength of mind and body permits. Thus the love of the blind youth for his trade is stimulated. As soon as the pupil becomes skilful, his work is rewarded with wages. The pupil is a wage-earner. And the wages are not scanty; in the course of time he can save a sum that will be serviceable to him in his effort to attain independence. In the sesison of 1906-07, some apprentices who spend a large part of their time in the workshop earned considerable money. Such are Gottlieb Kikel who earned 52 K 42 h ($10.50). Rager, although he is not yet through as a basket-maker, earned 45 Kronen ($9.00). These earnings are placed in the savings bank and given to the owner with interest when he leaves the Institution. Among the girls who earned wages by machine-knitting, basket-making and other handiwork are Franziska Drhovsky, who earned 88 Kronen ($17.60). Marie Hackenburg with 74 K ($14.80) and others with various amounts. In this way the training for a trade is done by us. From small beginnings it spreads methodically wider, till we can say that the pupil is able to earn his living, at first with some help and later quite independently. The workshops in the Institution are school workshops; we do not want to have thousands of brushes, etc., made, out of which to obtain profit; we do not force or tie the young pupils to the work-bench, to spend the whole day under great exertion or strain. We maintain that it is of inestimable importance to give to the young blind, besides education, bodily fitness and health. With this idea we work for the greatest good of every one of the pupils in our Institution. Long years of experience have shown us that this is a good way, serving the purpose and bringing the best results.

Kindergarten and Primary Department.

There were twenty pupils in Miss Lee's Kindergarten class, to about three-fourths of whom she taught Spelling, Scripture, Arithmetic and Reading in the forenoons, the other fourth going to other teachers for these subjects, and all of the little ones going to Miss Walsh for their Geography lessons. For the reasons mentioned in last year's report the children were taught the New York point letters from the beginning, instead of learning the embossed line letters first, as had been the custom in previous years. The

afternoons were devoted to Kindergarten work proper, with satisfactory results. Part of the time was given to songs, games, stories and memory pieces by the children, and the rest to practical kindergarten work with the fingers, with lessons in Gifts or building blocks; sewing on cardboard, weaving of paper mats, paper folding, chain making, pasting, raffia work and smilar occupations. Miss Lee reports that the children of this school accomplished everything that the sighted pupils of the Public School Kindergartens accomplish, except drawing, water-color or colored crayon work and a few of the games. To encourage the children in their pleasant labor, which is presented to them in the form of play, the products of their work have been mounted in neat folios, to take home with them, and they have taken wonderful pleasure during the session in doing the work, to say nothing of the pride and satisfaction with which it will be exhibited to the parents and friends at home.

Domestic Science.

In her report to the Principal, Miss Lee says that, owing to the fact that our school immediately settled into the general routine of work, and the weather conditions being favorable at the beginning of the session of 1907-08, the classes in Domestic Science were started early, and instead of one class we were able to have two classes, which did fairly good work. Each pupil was given in turn the opportunity to do general housework, such as washing dishes, sweeping, dusting, scrubbing the floor and tables, besides scouring the kitchen sink and the kitchen knives and forks, keeping the stove blackened, and general cooking. To the majority these tasks constituted a novel experience, they being unaccustomed to even such a simple thing as holding a broom correctly. As for scrubbing, the prospect looked bright, owing to the novelty, but experience dispelled these rosy hues—except in the color of their cheeks—by the time the work was accomplished. To be neat, orderly and clean about the doing of housework are essential points, and though the space in our Domestic Science kitchen is limited, we managed each day to leave it in an orderly condition. In doing the practical cooking the classes were given simple dishes suitable for each meal in the day, such as soups, vegetables, meats, puddings, pastry, cakes, biscuits, scalloped dishes, omelets, poached eggs, cream puffs, etc. They were also shown the proper way to make cocoa and coffee. One day each week was devoted to lectures in theory, when the subjects of food economy, nutrition, cookery—with its time-tables, whys and wherefores—were taken up, with the recipes for the different dishes cooked in class, as well as many other practical recipes for future use. Miss Lee suggests in conclusion that as this subject, like many others in the education of the blind, requires much practice, it would be wise for the parents of our girls to allow them to help in the general routine of work in the home, even though their work should for a time need special supervision. During the past session she took pains to compare the girls who had come from homes where they were allowed to help with those who had been encouraged by their mothers to consider themselves helpless and born to be waited on, and she was more than impressed with the desirability of training even the youngest children to be self-helpful and useful to others, notwithstanding their blindness.

Knitting.

Miss Haycock, who has charge of the knitting room, reports that her classes during the session of 1907-08 were smaller than in former years, with

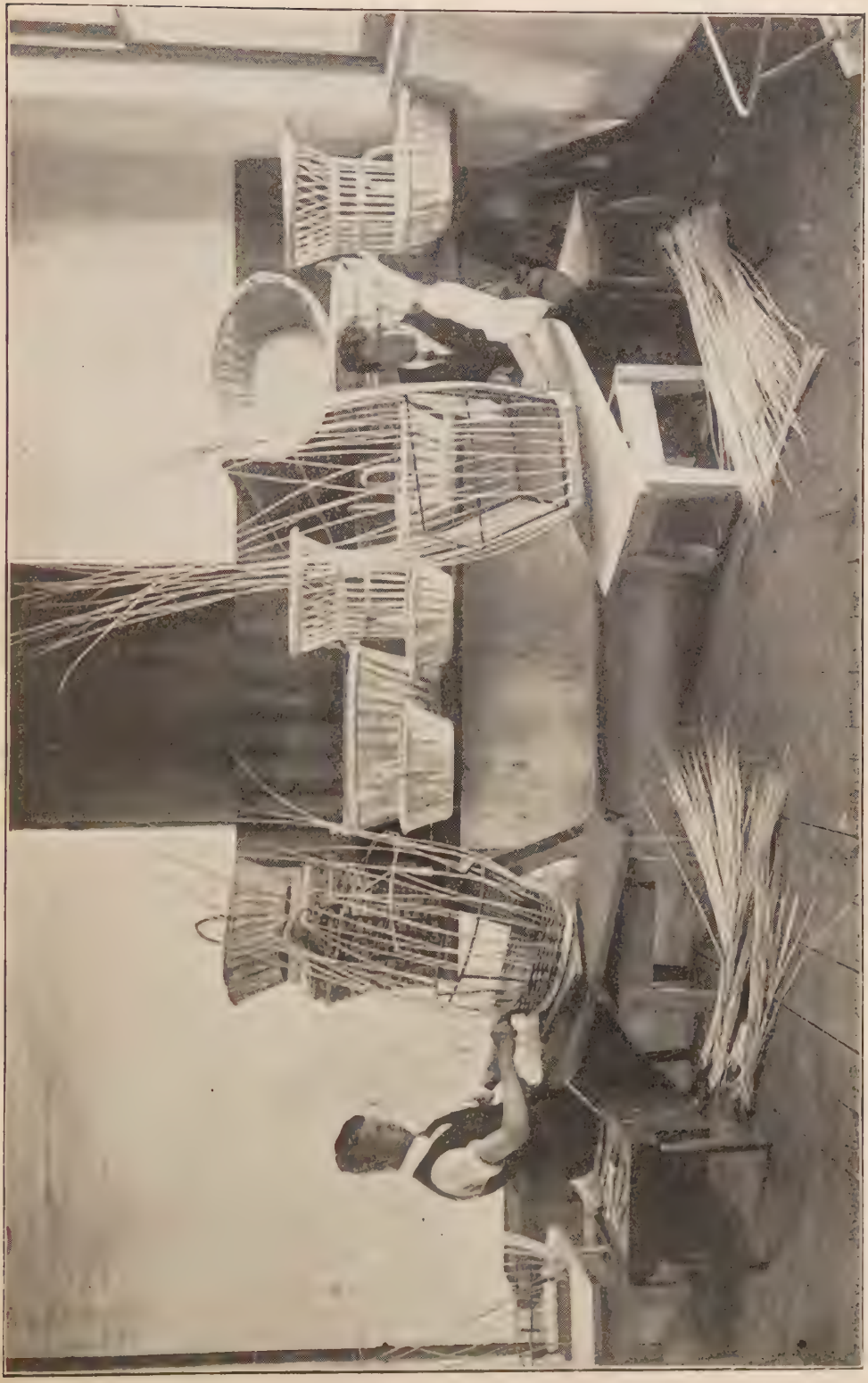
the exception of the class from 3.15 to 4 p.m., when the room was usually filled. This, I may explain, was due to the decision that several of the girls should be taught to sew, even though they preferred to knit and crochet. Miss Haycock draws special attention to the work done by six little girls under the instruction of Miss Burke, a blind teacher, their progress being most satisfactory. The list of completed articles made by the pupils in the knitting room is as follows:—11 knitted jackets, 4 crocheted jackets, 24 pairs mittens, 5 pairs gloves, 4 knitted shawls, 2 crocheted shawls, 6 woolen mats, 1 set table mats, 22 pairs knitted bedroom boots, 4 pairs knitted bedroom slippers, 2 pairs crocheted bedroom slippers, 6 fascinators, 5 pairs knitted overalls, 2 knitted neckties, 10 mufflers, 2 knitted baby's hoods, 2 crocheted baby's hoods, 2 knitted pudding-dish covers, 2 knitted cheese covers, 7 pairs bootees, 5 pairs stockings, 3 baby's shirts, 1 crocheted tea cosy, 1 knitted tea cosy, 6 teapot holders, 1 golf coat, 2 knitted skirts.

Bead Work.

Seventeen of the younger girls were instructed in bead work by Miss Alice Hepburn, a pupil teacher. Miss M. Cronk, the Visitors' Guide, instructed a class of twenty-one boys in the making of chairs, napkin rings, jewel cases, baskets, etc., with seed beads, brass wire and crossings for the raw material. One of her pupils made a model of a buggy, composed entirely of beads, with shafts, springs, whiffletree, and every detail down to the steps, which was much admired by visitors. She also had a class of nine girls in cut-bead work, during the latter portion of the session. In the Christmas holidays I visited the offices of the New York Association for the Blind, 118 East 59th street, New York, where Miss Winifred Holt showed me some very beautiful specimens of cut-bead work made by the blind, including electric light shades, necklets, etc. I brought some samples back with me, procured an assortment of cut beads in the various sizes and colors from New York and brass fixtures for the electric light shades from Newark, N.J., and with a little assistance from her sighted friends Miss Cronk soon had a number of elegant models from which to work. She improved upon the samples brought from New York by interspersing glistening cut beads among the seed beads in the fringes, and worked out many new patterns in shades, so that her pupils had a variety of work to begin on. The handy man of the Institution arranged a dozen electric drop lights in the main corridor of the building, with a switch to turn on the light and show the assortment to visitors, and the products of the new industry were much admired by the crowds who saw them during our concert week in June. The work requires time and patience, but the results justify the outlay, for the shades in green, amber, rose, opal and crystal are very pretty and should find a ready market. Incidentally, the bead work is a lesson in counting, as well as an excellent manual training.

Willow Work and Cane Chair Seating.

Eleven boys were instructed by Mr. Donkin in willow basket making and fourteen in cane seating. These pupils were all taking literary work, with periods assigned for shop work. Eighty-four baskets were manufactured and 1,300 pounds of willow were sold, principally to ex-pupils. There was a scarcity of basket willow, almost amounting to a famine, in the country, and many applications for material had to be refused. During the winter, the over-grown willow on the Institute farm, which had been not only



Basket Making, O. I. B., Brantford.

Blind Hammock Makers, O. I. B., Brantford.

useless for many years past, but a positive damage because the grove was a place of resort for loafers, was cut down, and the resulting crop of young willow gives excellent promise. It is expected that there will be plenty of stock not only for any probable enlargement of the manufacture in connection with the Institution, but also to supply the blind men throughout the Province, who work at the basket-making trade. The peeling of the willow will afford agreeable employment to the smaller boys and give to many of them their first experience in useful industry.

So far, Mr. Donkin has confined his instruction to the making of oval and square clothes baskets of various sizes; bushel baskets; open market baskets, and square delivery and butcher baskets. He believes it is best for the blind workmen to specialize their work, and to confine their energies to work that sells freely and affords a fair margin of profit. The time required for a blind man to make a small reticule, which he could sell for forty cents, would suffice to make three large clothes baskets, worth three dollars or upwards.

I found on my visit to the Milwaukee shops that Mr. Kuestermann used wooden bottoms exclusively for his baskets, and on applying to him he very kindly sent me an assortment of models, which were successfully imitated by a local carpenter. The wooden bottom adds slightly to the weight of the basket, but it enables the blind workman to increase his output fully 50 per cent., and it assures symmetry in the shape of the basket. The weaving of the basket bottom is the difficult part of the manufacture, on account of the liability of the willow to twist, and the basket with the wooden bottom will outwear the one with the woven bottom. Mr. Donkin approves the use of round cane for basket handles, as being smoother and stronger than willow and easier to make. Making the handle of willow is the *bete noir* of the business, and the handle is generally the first part of the basket to wear out.

Several of the boys became quite expert in chair-caning, which operation gives a useful training to the hands, while the trade has some commercial value, though not much.

Hammock-Netting.

Seventeen pupils were instructed in the making of hammocks and horse-nets by Mr. Lambden. The work of this class was interrupted by the necessity of using the hammock room for hospital purposes during the continuance of the chicken-pox epidemic, but fifteen hammocks and one horse-net were finished, and quite a lot of practice work was done. This is an occupation at which blind girls as well as blind boys can work, and while the remuneration is not great, on account of the competition of machine products, the work is pleasant and there is some profit in it.

Pupils' Work at the Fairs.

At the Central Canada Exhibition, Ottawa, Joseph Boudreault took first prize for a netted hammock; David McCaul took second prize for chair-caning; Edith O'Reilly took second prize for knitting; Grace Kight showed knitted goods, and took first prize for an electric lamp shade made of cut beads; Mrs. McCabe, an ex-pupil, took second prize for bead work.

At the Saskatoon, Sask., Fair, Leslie Ross took first prize for bead work, first for a horse-net, and second prize for a hammock.

Margaret Liggett took prizes at the Indian Head Fair, and Geraldine McEwen, a little girl of ten years, was equally successful at the Radisson, Sask., Fair.

Just before the opening of the National Exhibition at Toronto, an intimation was received from the Department of Education that room would be found for an exhibit of products of the industrial departments of the Institution for the Blind, and a parcel was made up, containing hammocks, willow baskets, specimens of sewing, knitting and crochet work, seed and cut bead work. A better assortment can be provided for the next Exhibition and perhaps a better arrangement secured for displaying the articles.

At the Salmon Arm, B.C., Fair, Anna Hall, an ex-pupil, formerly of Amherstburg, Ont., took first prizes for knitted slippers and crocheted tea cosy. As a result she secured several orders for knitted and bead work.

Printing.

In accordance with my recommendation in the report of last year a small printing office has been provided for the use of the Institution. The type (New York Point on a double-pica body), manufactured by the American Type Founders Co., 270 Congress Street, Boston, Mass., was purchased through the Toronto Type Foundry Co., 70 York Street, Toronto, and the rest of the plant was obtained from the latter company. I had ascertained, while visiting Boston, that the American Type Founders Co. had the matrices for the twenty-six lower-case letters of the New York point alphabet. To obtain all the sorts needed for capitals, punctuation, abbreviations and music characters would have involved too much expense, but a way was found out of the difficulty. All the New York point characters can be made by combinations of the point letters t, i and e, the equivalents of which in ink type are the period, the colon and the inverted period. It was therefore only necessary to obtain a stock of those three letters, with the same sized points but on a thinner body than the ordinary t, i and e, so that when placed together without spacing, the required character could be shown. Thus the narrow i, e, e, t, placed in that order make capital *B;* t, i, i (period and two colons) make lower-case h; e, i, e, i make an interrogation; e, i, t make the abbreviation for *and*; t, i, e, e, make *E half note* in music. In setting the type the printer has to relearn his trade; holding his stick in the ordinary way, instead of placing the type at the left end of the stick he must place it at the right end, and the matter reads in the galley or the form just as it will read on the paper. This is because the type points are punched into the paper, instead of an impression being taken by the application of the paper to a surface of inked type. The laying of the case involved some study. Characters like *q*, *k*, *j*, *x* and *z*, which are not much used in ordinary printing, are very frequent in point music, hence they require larger boxes for point than for ink printing. Then the letter l in point type is as large as the letter m, while the point f is an em and a half wide. On the other hand, the figure and punctuation boxes of the ordinary news case are available for other uses in point, and thus room is found for the thin music type, as the special characters are called for convenience. The capital case answers for the storage of sorts. The ink printer uses two inverted commas to mark the beginning of a quotation. In printing New York point with movable type the use of inverted characters goes much farther. Thus *a* (two dots on the upper row) when inverted gives *n* (two dots on the lower row). An inverted *b* becomes *g*, *c* becomes *p*, *d* is *l*, *e* is *t*, *f* is *u*, *h* is *gh*, *j* is *sh*, *k* is *q*, *m* is *r*, *v* is *y*, *w* is the abbreviation for *the*, *x* is *ou* and

z is *ph*. The proof-reading, by eye, with the dots which compose the letters of exactly the same color as the rest of the paper, and with some of the point letters so nearly resembling other letters, has to be very carefully done; the final test is to submit the proof-sheet to an educated blind person, who will generally discover by touch an *a* for an *n*, or a *t* for an *e*, after the sighted proof-reader has corrected all the mistakes he could find. In the choice of paper I was guided by the advice of Mr. Arthur Jewell, of the Illinois School for the Blind, Jacksonville, and by the example of the American Printing House for the Blind, Louisville, Kentucky. A good quality of ledger paper is used, and seems to be necessary to obtain good results. One point publication, the *Christian Record*, legibly printed on manilla paper, comes to us from College View, Nebraska, but with the manilla used in our school for slate and stylus work I could not get a decent impression, wet or dry. In ordinary printing with ink the press work may not be the best—the ink may be faint on some portions—yet the matter can be read without difficulty by sight; but for satisfactory tactile reading every point must stand out clear and prominent, hence the need for great care in connection with the press-work. Having only a roller proof-press, I found that the best results were obtained by wetting the paper very thoroughly—in fact, soaking it in water—using four thicknesses of woolen blanket between the paper and the roller, and laying the sheets away to dry one by one. The soft blanket allowed the dots made in the wet paper to remain up, and when the paper became dry they would stay up. Sometimes there was a light impression at the edge or in a corner of the sheet, necessitating underlaying and unlocking the form, but usually the press-work, though slow, was well done, and the pupils read the sheets with facility. In July last I visited the American Printing House for the Blind at Louisville, Kentucky, where the printing is done from brass sheets, no movable type being used except for the labels of the books. The kleidographs (key-writers) are operated by women, the press-work is done by men, and both sexes are employed in the bindery. In composing, either with type or machine, the operator must be able to translate the ordinary alphabet into point characters, and, in setting music, to translate the characters on the staff-notation black-letter sheet into the point-print notation. The point letters and music characters are impressed on the brass plate by striking in proper order the keys representing the three basic characters (e, i and t) and the proper space keys. The brass plates are preserved in a fire-proof vault for future use, thus avoiding the necessity of keeping in stock a large quantity of printed matter. I chose the movable type in preference to the brass plate printing machine, because for most of the printing to be done for the Ontario Institution a very small edition (rarely exceeding one hundred copies) is required, and it did not appear wise to make a brass plate which would only be used once. The point printing houses in the United States find a market for their products in the many Institutions for the Blind in that country. The principal object of my visit to Louisville was to inspect the press-work. I found that with the brass sheet and the power press (cylinder) the paper was not wet down to the same extent as I had found necessary with the movable type and proof press; a thick rubber blanket (of which I brought home with me a sample) was used instead of my woolen blanket, and the sheets fell upon one another from the fly without injury to the dots, until removed in piles a couple of inches thick to the drying apparatus, instead of having to be tenderly handled one by one, placed singly on the drying shelf, as I had to do with my saturated sheets. With what I saw and heard at Louisville for a guide, I hope to improve the Brantford printing office and to

increase its usefulness. A subject of controversy at nearly all the meetings of educators of the blind is the relative merits of the Braille and the New York point systems of writing and printing, the claim being made for the Braille that it is better adapted for punctuating and capitalizing. At the several conventions which I have had the privilege of attending, I have taken no part in the discussion of this question, though keenly alive to the advantage of having only one letter system instead of half a dozen for the blind, because the attainment of uniformity does not appear to be within measurable distance, each party in Europe or America being fully convinced that the question can never be properly settled until all the other contestants come to its point of view. Meanwhile, the Ontario Institution has large pupils' and circulating libraries in New York point, has a lot of apparatus for writing and printing that character, and has a large constituency of ex-pupils who have left the school during the past thirty-six years, most of whom can read and write New York point only. In view of these facts we can afford to wait for other people to settle the point in dispute. But by our experience in reading, writing and printing matter for the blind, we are led to the conclusion that capital letters and punctuation marks are more of a luxury than a necessity for blind people. Every newspaper printer knows how the use of capitals and punctuation marks has decreased in his business since the introduction of the linotype, yet the average reader manages to comprehend the editor's ideas. In reading by touch the recurring capital letter is a surprise, and therefore a nuisance, while a wider space will generally serve as an effective substitute for a comma, a semi-colon or even a period. Before printing a concert programme in point for the pupils, I took a vote as to whether capital letters should be used or omitted, and the lower-case party won by a large majority. Professor Fowler says that "in ancient manuscripts capital letters only were used, which followed one another without being divided into words by spaces or into sentences by points. At a later period, nouns always commenced with a capital, as is the practice now in the German language." From nothing but capitals to no capitals at all is quite a transition, but the disuse of punctuation marks is merely getting back to first principles. The Institution can give constant employment to a printer—when one can be found or trained to translate letter-press and music, set the type, make up forms and do the press-work as described above—working on songs, hymns, recitations, programmes, music, etc., and I hope in time to turn out point editions of most of the Ontario Public School books, beginning at the new Readers. Visitors to our printing office almost invariably inquire, Can the blind do this work? Yes, but not economically. The Institution printing office is designed as an aid to the educational work of the school, and not as a means of teaching a trade for the blind to use in earning a living. A blind man can hold a stick in one hand and find his way to the boxes in the printer's case with the other. But he has to pick up a piece of type and feel around for the nick, whereas the sighted typesetter sees the particular piece of metal he intends to grasp and lifts it in such a way that it drops into his stick, nick out, automatically. Then the sighted typesetter glances at the copy against the cap. case, and takes in the next phrase, without retarding the motion of his hand from box to box, whereas the blind typesetter must stop setting to find the place on the copy sheet and use one hand to read the words he intends to set next. In spacing out the line the advantage is all on the side of the printer with sight, and in the event of making "pi" the blind printer could hardly fix the matter without sighted assistance. For the blind printer the copy must be written or printed in point, whereas the sighted

printer can use, and in fact will always prefer (on account of the smaller strain upon his eyes), to set from ink copy. It takes about as much time for a sighted person to dictate to a blind person writing with a stylus as it would take that sighted person to set the type from the ink copy. These are sample reasons why printing for the blind is a seeing man's job. Guided by specimens from the Illinois and Massachusetts Institutions, I have planned a system of cheap book-binding, which will suffice for the sheets printed here, no expensive or bulky apparatus being required.

Blind Men's Experiences.

In reply to my request in last year's report for suggestions, based on experience, that would be helpful to pupils going out into the world, I have received a number of excellent letters from ex-pupils, which I would be glad to publish in full if the limitations of space did not prevent it. A few extracts must suffice:

One gentleman writes: "As an ex-pupil of the Ontario Institution for the Blind, and feeling as I do regarding the interests of those who are obliged to pursue their various courses in life under the inconvenience of being looked upon as generally incompetent because they may be locally so, I thought that, whereas my success has been possibly more enviable than the majority of my fellow-students, a hint or two might be at least worthy of your kindly consideration. I would then ask you to look upon any personal reference as an endeavor to help in the now popular attempts being made to place the Canadian blind in a more independent position. The ignorance of the public regarding our competence is our greatest difficulty to overcome. The existing cases of those depending upon charity for support and the many cases of inferior intellect which prevail among the blind help to lower the standard of those who possess even abnormal intelligence. The impression seems to prevail that a blind man is lacking in every other sense. I have often been at the supper table with one of my sisters at the home of friends; the host—and more frequently the hostess—has asked my sister if she would like some fruit, for example, after which she would be asked if her brother would like some. My sisters, being equally sensitive, would refer the people to me, whereupon they would ask me in voices at least three times as loud as were required for my sisters, while there is no doubt that I could have heard them speak had their tones been much lighter than when addressing my sisters. We are not deaf; we have taste; we are quite competent to do all that can be done without the use of the eyes. As my experience is similar to many, it will, I hope, be of assistance to some who like myself did not find in the Institution all that was necessary to equip them for the duties which they might otherwise have been able to take upon them. An affliction is something to be shunned and its presence detracts from its possessor. People pity but do not help. The first thing in importance in the education of the blind is therefore to make them as much as possible like those with whom they must come in contact. As music is one of the pursuits freely indulged in, we are thrown into a social element. Ignorance as to the laws of etiquette and negligence regarding personal appearance are characteristic of the blind, and naturally enough too, but they will not be overlooked by those who are prepared to pay for what they get. I would not think of going to church without having my clothes inspected by some one with normal vision. The reason a blind person does not use a knife and fork is simply because he has not been made to do so, and not because he is blind. Such matters should receive special attention. I was so far unsuccessful in obtain-

ing a church position after leaving the O.I.B., that I was obliged to seek other means than those I had adopted of referring anyone to the O.I.B., for recommendation as to my ability. I discontinued making any reference to my affliction and appending explanation of the means I used to compensate for its presence. Of course the start is the hardest, for after that one has facts he can refer to which secure for him the confidence of those to whom he is looking for better position. I very much appreciate the idea, then, of bringing the pupils in contact with the public; also the idea of having a standard music examination. Three-fourths of my pupils are girls; it is invariably so. I will not try to describe how awkward I felt when I began teaching, as I actually did not know how to conduct myself in the presence of the opposite sex. I am convinced that the association of male and female pupils under conditions which would prevent any departure from propriety would help to remove that rawness and lack of refinement from which we unavoidably suffered. In 1897, I started my life work. I had not even a piano. Since then I have had two, have paid all expenses for (11) operations, have carried my studies on in Toronto, becoming eligible to teach in the Conservatory should I so desire, and got ahead far enough to spend two years in Germany at an expense of $2,000.00, receiving the best instruction available in the world. My income in Toronto before going to Germany averaged $42.00 per week for two years. I had between 55 and 60 pupils. To sum it all up, I have tried to apply my ability, not losing an opportunity to do business, discouraging all tendencies to refer to my affliction, and where this was unavoidable to bear it silently and patiently until I could turn the mind of the other party in another direction. I have entered into competition with the sighted and have held my own. I mingle with the people and only buy the best or nothing when furnishing. I do not see that it requires methods to do what I have done outside of those adopted in the O.I.B., and that there is generally a good percentage of musical ability among the pupils is unquestionable. I have many opportunities to recommend tuners and never forget 'The Boys,' and will never feel it a burden to do or say what I can to help the blind personally or render assistance to those seeking to better the conditions for the blind. In conclusion I wish to add that no statement in this letter has been made with the idea of comparing present and past conditions. I do not think any Institution can help the pupil who does not try to help himself. I associate with very few blind, but only because they do not appeal to me from other standpoints. I have earned all that I have spent since I left the O.I.B. I wish to express, though here out of place, my appreciation of the services Mr. Wickens has been to the O.I.B. in my estimation, and also to particularly refer to the kindness I received at the hands of Miss Moore, who conducted a course of Theory lessons for my special benefit outside of the scheduled time altogether, and first created in me the desire to continue my studies after leaving the O.I.B. I am also indebted to her for several point print books which I wrote at her dictation, and which I still have occasion to use. What I have written is yours to use or discard as you see fit. . . . P.S.—I have neglected to say that I have often thought that by use of the bevelled card a system of round-hand pencil writing could be taught and substituted for the unnatural square-hand which I learned. If nothing more, the loops of the letters could be rounded."

Another gentleman writes: "Dear Mr. Gardiner,—I have just finished reading the 36th annual report of the O.I.B., and in response to your request for information as to the doings of ex-pupils or for suggestions from them, I would like to make a few remarks. To begin with, I desire to congratulate

you upon the energy and sincerity which you have displayed in attempting to bring the subject of the education and employment of the blind prominently before the general public and the legislators of Ontario. I made a special study of the evidence taken at the Edinburgh Conference and other meetings which you so impressively incorporated into the 35th report. It is my candid opinion that, with all this evidence in your hands, and with all the educational advantages of your visit to the American schools and workshops, it would be entirely superfluous for an individual of mediocre capacity and of but average success to offer suggestions on this subject. I will therefore confine myself to a brief retrospective glance at my own experience and will refer in as few words as possible to what I regard as the greatest difficulties in the way of the success of a blind man. Before going into this matter, however, there is one point upon which I feel so strongly that I cannot forego the opportunity of expressing my opinion on it. That is the question of willow-work. During the past two years I have received a great many letters from men who learned basket-making at the O.I.B.; some say it is a failure; others, it is better than begging; while the best that has been said for it is that it is better than doing nothing. Now, I do not regard willow work as a trade at which a totally blind man can earn a living. My reasons for this statement are three in number, and are as follows: 1. The cumbersome models which he has to use so retard his speed that he cannot turn out more than from $1.00 to $1.20 worth of work each day. 2. The cost of his raw material is so high that it eats up about 30 per cent. of the price of his work. 3. His work may be perfect from a mechanical standpoint, but may contain rods or skeins which will spoil its sale. (Our correspondent tells about finding a basket, made by a blind man, in a Lindsay store, which would not sell because there were two black skeins in it, for which he substituted white ones). As for myself, I can see but very little; in fact, I could not count your fingers if held two feet from my face, but I had a home training which has enabled me to do a great many things which most blind men would not attempt. I lost my sight at about two years old, simply on account of the inability of my parents to secure proper medical treatment for me at the proper time. I was not kept in a corner, however, but was allowed to take my place with other boys and to this fact I stand indebted for the popularity which I have always enjoyed among seeing boys and men. I have worked in some of the roughest lumber camps in Northern Ontario, and if any shabby fellow ever dared to throw a slur on me, he invariably found that I had friends by the dozen. I have been married eleven years and have a large family to support. I own ten acres of ground in a good farming locality, which I have paid for by the sweat of my brow. I keep some cows, poultry and pigs, and have my own milk, butter, pork and vegetables. I earn about $200.00 a year besides doing my own farm work. About 25 per cent. of that $200.00 I earn as a basket maker and the balance as a laborer. I cut my ankle a few years ago, and as I am quite lame at times, I think more about that than I do about my defective sight. The greatest difficulty I have had to contend with lies in the fact that seeing people have little or no confidence in the ability of the blind to do any kind of work. In many cases they can scarcely be induced to give the blind man a trial. I have also found that some employers have expected me to do the same amount of work as my seeing competitor for a lower rate of wages. With regard to the O.I.B., I shall always look back to the time I spent there with pleasure. To the last moment of life I will hold sacred the remembrance of the kindness, patience and friendship shown to me by Mr. W. B. Wickens. I took a full literary course and the last two terms were devoted to willow work exclusively . . . .

I very much regret that N.Y. point is likely to supersede embossed type as I take great pleasure in reading the latter. In conclusion, I may say that this letter is very much longer than I intended it should be. It is, however, exactly the kind of a letter which I like to get from a friend, and I feel sure that every intelligent blind person in the Province will think of you as their personal friend. With best wishes for all your undertakings, I remain, yours in sincerity,"—

The father of a pupil who left the school three years ago writes: "Mr. Gardiner, Dear Sir,—I thank you very much for your annual report. We love to hear about the work that you and your staff are doing for the blind. My son, ——— was about nine years at your school. It was a God-send that he was sent to Brantford. He is doing much better than we ever expected. He has been self supporting for the last year. He is doing the tuning for the Leach Piano Company at present; besides tuning, he started the violin at Brantford; when he came home we got him a teacher, so he can make a few dollars from dancing parties at nights. In other words, if it had not been for your school, I do not think he would have been anything. He has started a bank account and he is very anxious for work and he is quite happy. Again thanking you and staff for many kindnesses when at school, and wishing your school success, yours truly."

The Superintendent of a School for the Blind in the United States wrote: "Thank you for your recent report, which reached me to-day. I have been benefited by its perusal and am going to read parts of it to my children to-night. I am fully with you in your opinions upon compulsory school attendance for defective children. Your report is such a storehouse of information upon the subject of the education of the blind that I wish you would send a copy to each address given below, being those of my new Board just appointed by the Governor of our State."

From a School Inspector: "The report of the O.I.B. reached me some days or rather weeks ago, but was laid aside unopened. On opening it, I found it so interesting that I read it through, and at last noticed on the title-page a card with the compliments of the Principal of the O.I.B. Permit me to apologize for not sooner acknowledging the receipt of the report and permit me also to convey to you my hearty thanks for the pleasure and profit I have received in its perusal. That so much can be done for those who are shut out from the chief highway of knowledge seems very wonderful indeed, and that so many earnest men and women are laboring in this work, not least of whom are yourself and staff, is an assurance of still greater progress in the future. I wish you every success in your work."

From Colonel Ponton: "I thank you for sending me the bound copy of the 1907 Report, with its illustrative pictures, its graphic descriptions and its interesting details. The circulation of such valuable information, with its unconscious appeal for sympathy and with its assurance of good work done—right methods—solid matter—is an educational factor in Ontario, and therefore of wide interest and value beyond the circle of those directly associated with you in the great work of opening the mind's eye, and developing faculties and sensibilities which not merely migitate affliction but contribute to the productive and creative power and resources of those who might otherwise be a burden to themselves and the community. Let the light shine."

From a parent: "Many thanks to you for the Report you sent us. We think your Institution is a very great and lasting benefit to hundreds of poor afflicted ones who otherwise would be without education and means of gaining a living, and so would be in dependence on others; and I believe through the help and instruction they receive in your Institution, they are

raised to more than an even standard with those who can see. I was very much surprised in going through the different class-rooms a time ago to see how merry and happy the whole tone of the Institution was. One would naturally think your pupils would be in need of a great deal of pity, but is only to see them and note the air of interest and attention that occupation and the different studies bring to their faces. I did not see one downcast face among them all. We especially wish to thank you for your kindness to our son. We are more than satisfied with his progress since he has been with you; we were very pleased with the baskets Mr. Donkin sent us; they are beautifully made and so strong. . . . . We wish you and your assistants God-speed in your great undertaking; may His blessing rest upon your labors."

From a blind girl (ex-pupil): "Dear Principal,—We received the Report and as each one looked over it their hearts filled with thanks to you for such a gift. We think the school is improving each year and are thankful that such a kind man was chosen for the labor. I am thankful every day that I have enjoyed a share of education." After giving the name and address of a blind young man, who is now in the school, this correspondent added: "Our sympathy extends to all blind whether we are acquainted with them or not."

Lack of space prevents further quotations, but it may be mentioned that the typewriter, pencil and grooved card, point slate and stylus and pen and ink are all represented in these letters.

The following letter from Bohemia, though quaintly worded, on account of the unfamiliarity of the writer with English idioms, is of interest because it shows how far America is behind Europe in providing for the blind:

Prag, the 15th avril, 1908.

To the Direction of the Ontario Institution for the Education of the Blind in Brantford,

We thank heartily for the collegial sending of your beautiful illustrated report and we have taken notice with great interest of its contents. We were very glad of the report of our solemnization of the visit of our Emperor and we did not be prepared that America would take notice of this in so a fair manner. But we must make you attentive to a mistake which your report contains. There are in Prague three institutions for the Blind.

1. The private educational and medical establishment for the poor blind and for the sick of the eyes, co-founded 100 years ago by the Professor Dr. Alois Klar.

2. The (our) Klar'sche institution for the blind, a handicraft establishment, founded 75 years ago by the same man alone, with which institution is connected an infant school for blind children which is managed independently in the neighborhood of the chief institution.

3. Lastly, a antiquarian home for 120 old blind, founded in 1888 by the Boemische Sparkassen. All the three institutions are independent, private establishments, and each of them has a proper council.

With the solemnization of the inauguration in October will be joined the publication of a 75 yearly chronicle of the institution, which latter we will send you some time after. In separate cover we send you a report of one of the sister institutions and an exposition of our director over the bettering of the statistics of the blind.

We sign with collegial salutations,

yours very truly

Die Direction der Klar'schen Blindenanstalt in Prag.

Instructors of the Blind in Convention at Indianapolis, July, 1908.

INDIANAPOLIS CONVENTION.

By the direction of the Minister I attended the Nineteenth Biennial Convention of the American Association of Instructors of the Blind, held at Indianapolis, Indiana, on July 14, 15 and 16. The membership includes Superintendents of Schools for the Blind, Trustee delegates, Teacher delegates and Associate members, and there were present from one to four representatives from each of the following localities: Alabama, Arkansas, Colorado, District of Columbia, Georgia, Illinois, Indiana, Kentucky, Maryland, Michigan, Minnesota, Montana, Missouri, Nebraska, New York City, North Carolina, North Dakota, Ohio, Ontario, Pennsylvania, Perkins Institution (Boston, Mass.), South Carolina, Texas, Western Pennsylvania, West Virginia, Washington and Wisconsin.

The meetings were held in the chapel of the Indiana State School for the Blind, facing on North street, Indianapolis, bounded on the east by Pennsylvania Avenue, on the west by Meridian street and on the north by a city park. The main building is a handsome structure of stone, designed by a blind architect, and commodious additions in brick have been provided for dormitories, class-rooms and shops. The girls' dormitory encloses a spacious court, floored with cement and roofed with glass, around which are verandahs of three stories to serve as hall-ways, and on these interior verandahs open the doors of sleeping rooms, sitting and study rooms, practice rooms, teachers' and matrons' rooms, dining rooms and lavatories. The cost of this wing was $50,000, and from this brief description it will be seen that the facilities for efficient supervision of the pupils are excellent. The grounds are beautified by trees, shrubs and flower-beds, and surrounded by an iron fence.

The first session of the Convention was opened by prayer by a resident clergyman, followed by a song, "O Dry those Tears," by a blind young lady, and an address of welcome by Hon. C. A. Bookwalter, Mayor of Indianapolis, who eloquently referred to the presence of representatives from many States, all alive to the personal obligation to do their whole duty to the unfortunates committed to their charge, and to make of them, when possible, self-supporting citizens. The men and women truly qualified for such work must be inspired by a spirit not of this earth. Indiana had always been proud of her Institutions; in that State no boy or girl was denied such care as he or she required. He never passed the Institution for the Blind without thankfulness to God that his babies were not the exception amongst their playmates, and he felt even greater thankfulness that the people of his State had recognized their duty to those thus handicapped. He was there to present on behalf of the city and the State a formal assurance of welcome. In Indiana there was no perfervid eloquence, except once in two years, and particularly in the fourth year, when a visitor from abroad might infer that every man hates his brother. He honored the teachers in the common schools, but they were not called upon to give out so much of their vitality as the teachers in the special schools whom he now welcomed to the Hoosier capital with a warm, cordial greeting, bespeaking for them a pleasant time in a social way, but above all a profitable session for the good of the boys and girls at home. All we possess, said Mayor Bookwalter in conclusion, is yours.

Superintendent Allen, of the Perkins Institution for the Blind, replied briefly.

The chair was then taken by Superintendent George S. Wilson, of the Indiana School, President of the Association, who said that "thirty-seven

years ago, in this chapel, representatives of eighteen of the twenty-seven Institutions for the blind organized this Association. They were strong men, many of them, in that first Convention. There were present William Chapin of the Philadelphia Institution and the Rev. Geo. L. Smead of Columbus; Bryce M. Patten of Louisville and F. D. Morrison of Baltimore; H. H. Johnson of Romney and Asa D. Lord of Batavia; Michael Anagnos of Boston, William B. Wait of New York and our own W. H. Churchman. Samuel G. Howe could not be present but gave his views upon the current questions in a letter characteristically clear, pertinent and cogent. Valuable service was done here in unifying the work of the Institutions. Succeeding Conventions have continued this excellent beginning and have thus brought generously to those in attendance the best thoughts of the ablest workers for the blind. Since that first Convention educational work for the blind has been progressive. New Institutions have been founded and the work of all improved. Few States are now without adequate provisions for the education of the young blind. Growth has not always attended these efforts, but in the main this work has been satisfactory. All the problems have not been solved, but in most respects the blind pupils are placed in a condition equal to those with sight. The material equipment of these Institutions is as good as that of other educational institutions of equal rank. Sufficient money is generally secured to keep the work in excellent condition. Perhaps the most serious and unnecessary obstacle now in the way is the want of uniformity in the print which limits the number of books and periodicals and makes them much more costly. For this the Superintendents alone are responsible. It will be a great day in the cause of the education of the blind when individual preference and perhaps local advantage are forgotten in the larger gain which must come from the general use of the same embossed type in both hemispheres. This is not distant, because the time must come when the good judgment of the Institution officers will overthrow the wretched system which forces numerous prints upon the blind students and compels the support of indifferent printing establishments in most of the schools thus engaging in a line of work foreign to their purpose. Political interference with their progressive management is not now seriously menacing. In several States Superintendents have served forty years or more under different political control. The political blight has not, however, entirely passed away, as several strong Superintendents, in recent years, have met decapitation by the political headsman. These are exceptional cases and are not numerous. Changes yet occur in the management of many Institutions too frequently. The loss of over one-half of the Superintendents from various causes in less than four years cannot be otherwise than detrimental in many instances. Teachers are now selected generally because of their preparation and efficiency and seldom because of political relations or influence. One of the most perplexing problems which has resisted the most earnest and continued effort is that of the wage-earning capacity of the blind after they leave the schools. There has been a constant cry to make the course of study more concrete and the industrial work more extended, and many of the Institutions have responded, but have failed thus far to increase the income of the graduate. The frequent changes in the industrial conditions of the country are partly responsible, but the truth seems to be that the blind are at an insuperable disadvantage in purely manual work and cannot compete successfully with the seeing. They can become experts in almost any craft, but they cannot operate machinery profitably and safely. When they are prepared for mental occupations they are scarcely at a disadvantage, but where the dependence is upon handicraft the results are far from satisfactory.

New trades have sprung up with each decade and have for a time promised well, only to be successively disappointing. In a few cases, local advantages in the way of cheap raw material or unusual skill of supervision have given temporary success, yet, judged by financial returns, few trades have received permanent places in the blind institutions. Piano tuning will give ample returns to the conscientious and talented blind tuner and the demand for them is continually increasing. Only a small per cent. of the blind pupils, however, can become expert tuners. Broom-making and chair-caning in times past have been excellent occupations and any person of medium capacity can become in a short time proficient in these, but machinery has so lowered the product that it is doubtful if a blind man can make a respectable living from either. The same is true of mattress-making, of weaving, of brush-making, of knitting, of sewing and of almost the entire list. I doubt if an occupation can be named, where the product depends upon manual skill alone, where a blind graduate has any assurance of remaining any length of time independent. Efforts have been made to supply raw material at the lowest possible cost to the blind worker, or to establish employment institutions where the cost of production is minimized, but in every case these institutions were compelled to return the answer to the question of the New York Commission that they were not self-supporting. If Institutions cannot make collective work, under skilful management and low cost of material, profitable, what prospect has a blind man unaided to sustain himself? When we conclude that the industrial trades are of local value only and that many are becoming less remunerative because of machinery, it is evident that the future must work out a new trade of more general importance, or that the blind must turn to work that engages more the mind than the hand. Fortunately here the prospect is encouraging and this is nearer the province of school preparation. Where the blind gain the ability to move about freely unattended, they can engage at once in more remunerative work. Many a blind man can make a good living selling brooms who cannot do so by making them. Where the moral strength and intellectual development are sufficient, they may become successful agents and salesmen, reporters and tradesmen. The field thus greatly widens for those of business capacity, of moral standing and of reasonable education. The outlook is much brighter therefore when the result depends upon business and professional ability rather than cunning in craft. In thinking, the blind person is scarcely at a disadvantage. His percepts are harder to secure, but when once gained are held with a tenacity of memory which largely makes amends for their labor of acquisition. The trained and educated blind man may accomplish much when the results depend upon purely mental effort. If he can gain, even by enormous toil, a sound and well trained body, a well stored and educated mind, and a capacity and an inclination for right doing, he can reasonably hope to succed. He must, however, acquire an ability to move freely among the seeing and familiarize himself with business forms and customs, because it is from the seeing that he will be compelled to secure his patronage. Many of the Asylum or Home features are disappearing, until now the tendency is to make the Institutions strictly schools. The attendance for the school term only; the fixing of the age limit to that of the general school system; the exclusion of all who cannot do fair school work; the selection of school men for executive officers, and the employment of trained teachers; the co-ordination of the work with the schools for the seeing; the accountability to school rather than charity officers are all evidences that the Institutions are now Schools in fact. Perhaps an additional step may now be taken by formulating a tentative course of study based upon

the general school system for all the schools for the blind, fixing the minimum amount of work requisite for graduation. Our Institutions are now Schools whose work is to educate the young blind of school age in so far as is necessary to give them a fair chance with the graduates of the general system of public schools. This is now done as a matter of justice and not an act of charity, and the schools, whether sustained by State appropriation, tax or donation, are now generally considered as merely the economical way of affording the blind child the education which should be vouchsafed every American. This is, however, the American idea, and is radically different from the English and continental, and narrows greatly the scope of the work done in the Institutions. The other idea weakens the school work proper and assumes other widely divergent duties. The Glasgow Institution, one of the largest and best of its class, thus advertises its purpose:

1. To give educational, technical and industrial training to the juvenile blind and to provide a home for blind children and blind women.

2. To teach trades and provide employment for the adult blind men and women.

3. To supplement their earnings, to give holiday grants, to supply clothing and aid them in sickness and old age.

Thus this Institution combines the purposes of education and of support. The upper age limit of the school department is sixteen, which is the lower age of the industrial. Below sixteen they are pupils, and the principal purpose is educational; above sixteen they are apprentices or laborers and the principal object is to make money. The other Institutions in the British Islands and on the Continent are similar with few exceptions. The school work is elementary and hurried, but the industrial training is carefully planned, very comprehensive and most thorough. In the United States the economic conditions will warrant a longer school term for the student and give him a stronger basis upon which to build. We are here inclined to separate into schools and industrial homes and to exclude much from the first which foreign Institutions deem fundamentally important. The industrial homes are here left to other than school authorities."

After a paragraph on the prevention of ophthalmia neonatorum, Mr. Wilson proceeded to say: A reduction of the number of the blind is attainable, a total prevention is impossible. The teaching of the blind consequently will always be necessary. In America a special school for the blind alone is generally favored. How far in America it may be necessary to supplement the earning capacity of the blind and the best way to do this is not properly a school problem. Whether the States shall establish adult training schools, organize workshops, support homes, maintain central bureaus of supervision or adopt a pension system is not a school question and ought to be left to those who are working to improve the condition of the adult blind. Our Institutions are now operated in America as schools and in most of the States receive the young blind only as students. They should follow their graduates and measure the value of the work of the schools by the success of these. All intellectual and moral work is eligible. From these premises we may evolve the following conclusions:

1. The education of all children is the work of the State and is to be given to all alike in the most economical and efficient manner.

2. This education, while it should be comprehensive, should trend to the general development and avoid the special and technical.

3. The education of the blind should depart as little as possible from the principles and best methods of the seeing.

4. Congregation of the blind pupils into separate schools is probably necessary in the interest of economy and efficiency, but in these is the only justification.

5. The social relations of the young blind with ordinary society ought to be carried to the maximum and their relations with each other reduced to the minimum.

All with partial sight, who can do passable work without injury in the schools for the seeing, ought to be excluded from the schools for the blind.

Technical and university education should be gained in the Institutions for the seeing.

The teachers should have the best normal training and should be employed only in teaching.

It was ordered that the President's address should be printed.

Mr. Wm. B. Wait, of the New York City School, in opening the discussion of "the proper function and classification of schools for the blind in the educational system of the State," pointed out that the lack of travelling facilities at first hindered children under sixteen from getting to the schools for the blind, which was one reason why adults were received and extra attention given to the industrial department."

Mr. O. H. Burritt, of the Pennsylvania school, Overbrook, led the discussion on the teaching of Domestic Science, from which he excluded mangling, sewing and knitting. His aim was to give the girls the best preparation for helpfulness in their homes. To this end he had the pupils assist in the dining room, clear the tables, crumb the cloth, lay the table for the next meal, and sometimes wash and dry the dishes. These were generally girls with some sight. They helped the matron, the housekeeper and the cook to prepare simple salads, which were eaten at the next meal. Generally they seemed glad to be permitted to do this work. They cared for their own rooms, made the beds, dusted (under supervision) on Saturdays, the floors being waxed. He asked for expressions of opinion as to how far cooking should be taught to the blind. Those having some sight should certainly be taught the elements of plain cooking. Should the pupils live in cottages as at Boston, or be collected in large central buildings?

The discussion of Domestic Science was resumed in the afternoon, when it was developed that none of the schools had teachers who devoted their whole time to this subject, though many of the teachers had taken special instruction to prepare for teaching Domestic Science.

"Educational waste in schools for the blind; its causes and indications; how measured; its prevention," was the next subject on the programme, but the lack of time prevented its discussion.

When the subject of "The Kindergarten; what is the proper age of admission, and period of retention? The course of training," came up, having ventured the remark that I preferred to receive pupils at five years of age rather than fifteen, though the statutory limit in Ontario was seven, Principal Walker, of the South Carolina school, asked for a detailed statement of the manner in which such infants were employed at each hour of the day, which I gave, whereupon the opinion was expressed that a young child, who had a good home, should not be brought to the school. I argued that it all depended on the definition of a good home. There were homes in which food was abundant and clothing plentiful, but the mistaken kindness of the parents and other relatives kept the child from being self-helpful, developed selfishness and ugly temper, and caused physical weakness through improper feeding and over-indulgence. Sometimes the loving mother was the child's worst enemy. Unless the child was rescued in time from such a "good

home," there would be a lot of hard work for teachers and nurses that might be avoided if the child came to the school before the home-spoiling process had gone too far.

No time limit could be fixed for the kindergarten course, and the limit for the general school course must be elastic enough to provide for differences in ability and strength.

Mr. E. E. Allen, of the Boston school, read a paper on the feeble-minded and the blind.

Mr. E. M. VanCleve, of the Ohio school, discussed "Discipline; its true basis, objects and methods; duty and power of the Principal and of the teacher; the place of punishment in discipline; how determined and imposed; the retention of incorrigibles; interests and duties of the school and of parents and guardians." He illustrated his subject by the case of a boy of fourteen, whom he had dismissed as incorrigible, and who now desired to return to the school. It was brought out in the discussion that more patience was required in a school for the blind than in a school for the seeing, because a boy dismissed from a school for the seeing could go to another school, whereas a boy dismissed from a school for the blind was thereby deprived of all opportunity to receive an education. Also, that if the Principal became well acquainted with the pupils, by encouraging them to talk freely to him out of class hours, he could generally find some avenue to the bad boy's heart, awaken his pride or ambition and inspire in him that self-respect which leads to industry and good behavior. But sometimes all efforts fail and if the incorrigible is doing more harm to the school than the school is doing good to him, he must go out.

On Wednesday morning, the topic being "The primary and academic courses, with reference to subjects, obligatory and optional; the uses of embossed text-books, and the relation of oral instructions; official examinations; their methods, difficulties, advantages and influence," Mr. T. McAloney, of the Western Pennsylvania (Pittsburgh) school, proposed a uniform course of study, with similar text-books in all the States. Mr. J. T. Morey, of the Nebraska school, showed that the scheme would not work advantageously in his State, where the examinations in the blind school were recognized by the State University.

Mr. J. J. Dow, of the Minnesota school, and Mr. S. M. Green of the Missouri school discussed "Manual Training; its legitimate objects; limitations as to subjects; methods employed." Mr. Dow affirmed that a blind man could be taught to make nearly everything as well as a seeing man, but he failed in speed. He displayed several pretty rugs which had been woven by his pupils, but he confessed that they could not make a living at such work.

The afternoon of Wednesday was a business session. The report of the treasurer, Mr. Freeman, formerly of the Illinois school, was received. I had been appointed to serve on the Committee on Necrology and on the Committee on Credentials, neither of which involved much labor.

A letter was read from the Governor of Arkansas, conveying a cordial invitation to hold the next Convention at Little Rock, and this was supplemented by a verbal invitation from Superintendent Lucas of the Arkansas school. The Association accepted the invitation by a rising vote.

Miss H. A. Babcock of the New York City school gave an instructive address on "Music; is a stated course desirable in every school? What are the essentials of a proper course of music study? Methods of instruction." She mentioned a sort of enlarged pin-cushion apparatus which she had used to teach the staff notation to blind pupils, and I took the opportunity to describe the maple planks and aluminum notes as shown on page 190.

In the evening the members of Convention were entertained at a concert by the teachers and pupils of the Indiana school, followed by a reception in the parlors.

Thursday morning the subjects were: "Physical Culture; what are its legitimate aims? What are the necessary means by which proper provision will be made for the physical development of every boy and girl? What is the best method of teaching reading, tablet and machine writing, spelling, arithmetic, geography, etc. An exchange of teachers between schools for the blind." It was agreed that gymnasium work and exercise out-of-doors must be compulsory, because the weakest pupils are the ones most averse to taking measures to acquire strength.

Mr. Dow described his teaching methods, and when I asked him why he had made no mention of pencil writing, he said he had found that the pupils forgot it soon after leaving school. A lively discussion ensued, showing that pencil writing is still taught in many schools. One speaker pointed out that every blind man ought to be able to write a legal signature. When the blind men and women present were specially invited to give their views, every one of them was found to be earnestly in favor of pencil writing.

The exchange of teachers was treated in rather a jocular manner, but stress was laid on the recommendation that all teachers in schools for the blind should have normal training. They must acquire by practice the special knowledge for teaching the blind, and the visitation of other schools would be helpful.

The election of officers took place on Thursday afternoon, Mr. B. B. Huntoon, who has served the Association many years as Secretary, being unanimously elected President.

Thus closed a useful and most instructive meeting. As is not uncommon on such occasions, quite as much information was disseminated during the recesses as in the formal meetings. I was pleased to renew acquaintance with many instructors of the blind whom I had met previously at St. Louis and Boston, and also to become acquainted with the new members of the Association. They impressed me as an earnest and capable body of men and women, intent not merely on earning a living but anxious to do good.

At the close of the Convention, I took the train for Louisville, Kentucky, where Mr. Huntoon had kindly promised to show me through the American Printing House for the Blind, and to help me find out some things I needed to know about the methods of press-work in embossed printing. I have to thank him and Mrs. Huntoon for a very pleasant visit, and I was much interested not only in the printing office but also in the excellent appointments of the Kentucky school for the blind.

OUR BLIND CITIZENS.

By John Macy in Everybody's Magazine for October, 1908 (Abridged).

Blind men teach us that there is none so blind as those who see.

Once I was in a smoking-car playing whist with three blind men. We had an ordinary pack of cards with the denominations in raised points on the corners. The car was crowded and the passengers in our vicinity were pressed close about us. In this group one could see exemplified the kindly ignorance of the public about the blind. For although we called our cards as we played them and discussed the plays, the spectators talked to one another and to me as if my blind friends were also deaf and could not overhear.

This incident explains what a blind man meant who said to me that it was not blindness that kept him down, but the prevailing assumption on the part of the seeing that the blind man cannot do what he *can* do.

If all the instruction of good schools is lavished on a blind man and he attains a high degree of skill, his labor is arid and his ambition is but sorrow unless his fellow men employ his skill, record it the recognition without which no man has the heart for effort, and give for it the wage which is the laborer's right.

There have been schools for the blind in our older states for three-quarters of a century and in the newer states for a generation. These schools are only for children, a small part of the blind. Some of the state institutions are fuddled with politics. And in general the education of the blind suffers, as does much American education, from the lack of trained men in the teaching profession, from the prevailing third-rateness to which, by withholding social honor and adequate money recompense, we have forced the manly occupation of instructing the young.

Now, however, the worst of the old order is passing. Amateur associations, physicians, charity experts, women's clubs, have united to bring the true needs of the blind to public attention, to open wide certain institutions which have fostered sham and incompetence, and to uphold the work of sincere and enthusiastic teachers. That there are many such teachers united in hopeful labor no one can doubt who attended the convention of the American Association of Workers for the Blind in Boston last year. There successful blind men and women from England, Canada, Massachusetts, California, and seeing teachers from a dozen American states met to survey new paths for the blind and to clear the rubbish from the old paths.

What can blind men do?

I have before me the report of the Royal Glasgow Asylum for the Blind in Scotland. In three years the average annual sales of work done by the blind in that institution amounted to nearly £30,000. The variety of occupations shown in the report is astonishing to one who does not know what to expect of sightless men. Here is pictured a class of twelve boys operating typewriters in conjunction with phonographs. Blind men are operating circular saws, band-saws, and grindstones. A class of girls is working at power sewing-machines. The picture of the blind workers' swimming-club shows a group of sturdy men who do not look as if they passed their days in selling shoe-strings or playing a fiddle on the street corner. We see boys at work with carpenters' tools, learning basketry from a blind instructor, running foot-power turning-lathes; girls making brushes and twine netting; men making cork fenders and sieves.

Visitors to the Jamestown Exposition may have seen the beautiful rugs and curtains manufactured by blind men and women under the supervision of the Massachusetts Commission for the Blind. Similar fabrics are being sold every day at the salesroom in Boston and at the new shop opened this summer at Manchester-by-the-Sea. The workmanship is excellent, and is all the product of hands not guided by sight, though done under the direction of seeing designers. The blind workers receive fair wages, and are happier than they have ever been before during their years of blindness. They are not geniuses, not "wonderful," but ordinary blind persons, properly trained.

The other day I saw at the rooms of the Massachusetts Commission a split-cane stool. The frame had been made by a blind man. The cane had been woven by another blind man. And a third blind man, the assistant superintendent employed by the commission, had taught the workers.

Blind men have proved their skill in many occupations. They have established their ability as musicians, teachers, repairers and tuners of

pianos, cobblers, weavers, carpenters, basket-makers, mattress-makers, masseurs, typewriters, operators of private telephone exchange boards, farmers, poultrymen, merchants, sales-agents, shopkeepers. The United States Census Bulletin shows that the blind and their friends have reported over a hundred occupations in which one or more sightless persons are at present engaged. From this bulletin, of course, we cannot tell how well they succeed.

The question of pecuniary success aside, there seems no limit to the variety and degree of the achievements of the blind. Some one has said that a blind man can do anything but paint a picture. Several of the blind weavers in Massachusetts, after working on designs furnished by the seeing designers, have made excellent patterns themselves.

In intellectual pursuits blind men have attained distinction. Nicholas Saunderson, blind from childhood, was professor of mathematics at the University of Cambridge in the first part of the eighteenth century. He lectured on optics and the theory of vision! Henry Fawcett, blind at twenty-one, became professor of political economy at Cambridge University, was a member of Parliament for twenty years, and, as postmaster-general in Gladstone's government, introduced the parcels-post. A blind man, Professor E. D. Campbell, holds the chair of chemistry at Ann Arbor. Professor Edward Crowell, who has taught Latin at Amherst for fifty years, has been blind for twenty years. Prescott, the American historian, was nearly blind. All the world has heard of the eloquence of the Hon. T. P. Gore, the blind senator from Oklahoma. General Brayton, the blind boss of Rhode Island, lacks physical sight and perhaps some other kinds of vision. Chris. Buckley, the blind boss of San Francisco, prospered for years on his discerning sense of "touch." Dr. Campbell, an American blind man,—who, by the way, has climbed Mont Blanc,—is head of the Royal Normal College for the Blind in England. Homer, Milton, and Helen Keller are three wise ones whose paths through the dark have been lighted by the stars of poetry.

Blind men of genius and power stand out as exceptions, not in the kind of thing they have done, but only in the degree of their success. They prove that the brain and the skilfully managed hand are the instruments of human achievement. They force the seeing person to observe himself and discover that he does not depend, or need not depend, so much on his sight as the arrogance of the eye leads him to believe. The head and the hand make the human being. In factories you will see operators doing deft mechanical work and hardly looking at the process under their fingers. You will catch yourself letting your eyes wander idly without interrupting many of the ordinary acts of daily life. Blindness makes some things impossible, many other things difficult. But the blind man suffers not so much from the difficulties inherent in blindness as from the disposition on the part of the seeing to draw in the wrong place the line between the surmountably difficult and the impossible.

One of the chief aims of the new movement for the blind is to fix that line where the experience of the successful blind all over the world determines it. The second object is to diminish the difficulties by legitimate assistance. Another object, which is really first and fundamental, is to diminish blindness itself, to annihilate preventable blindness as we have all but annihilated smallpox, and as we shall soon annihilate tuberculosis.

From one-third to two-fifths of all the sightless have been blinded by avoidable accidents, or by curable diseases which have been neglected or ignorantly treated. One of the commonest causes of blindness is *ophthalmia neonatorum*, a virulent germ disease in the eyes of the new-born. The advisable method of treatment by means of nitrate of silver should be known to

every physician. Information on this subject is being spread abroad among the profession and the laity by boards of health, oculists, and the medical associations. Happily, we are coming out of our wrappings of hypocrisy and false modesty and can tell the public that *ophthalmia neonatorum* is due to venereal disease, that there are six or seven thousand blind persons in the United States who bear tragic witness to the prevalence of social sin. The moralist may find the evil as deep as he will in human conduct. The oculist is content to point out that almost every case of ophthalmia can be cured if taken in time; that every new-born child should be in the hands of a competent physician; that, in the words of the New York Commission, the continual blinding of babies in a civilized community is a crime.

A large number of cases of blindness results from accidents in factories and machine-shops. Of the safety appliances exhibited in New York a year or so ago many were specially designed to protect the eyes of workmen. The problem of preventing a considerable part of adult blindness belongs, therefore, to the general problem of securing better protection in the industries. Here again our problem comes back to the public. And with the public, the millions of parents entrusted by nature with the important business of bringing up children, lies the duty which the educator, the physician, the philanthropist, are powerless to assume, the duty of safeguarding the eyes of the young against sharp-pointed toys and other instruments of torture. There are optimists who believe that in time no mother in the land will allow her baby to play with the scissors, and no father will celebrate the birth of a great and free country by giving his little boy a life of blindness wrapped up in a cannon cracker.

Is it too much to hope that when our eighty millions of people shall have increased to a hundred and fifty million, the blind will not have increased commensurately to a hundred and fifty thousand?

It is true that we do not know exactly how many blind persons there are in the United States, nor how many there were when the last census was taken. The enumeration of the blind by the United States census is, like all vital statistics for the nation as a whole, unsatisfactory. Blind persons cannot be registered like sheep or bales of cotton. And the democratic United States government lacks the power of other governments to compel a proper report on such undemocratic matters as birth, death, and disease. So far Massachusetts and New York are the only states that have made anything like a thorough census. The New York State Commission has individual records of 5,300 blind, but the legislature did not appropriate money enough to finish the work. The Massachusetts Commission is empowered not only to know, but to do; to promote the welfare of all the blind in the state; and the legislature gives it $40,000 a year.

It is worth noting here that the commissions in New York and Massachusetts were appointed as the result of volunteer associations, which worked in the face of opposition on the part of established schools and recognized leaders of the blind; the women started both associations; and that those associations roused the schools and the legislatures of their own states and of other states. In Maine the new work for the blind, led by a blind man, received $20,000 from the legislature. Maryland, New Jersey, and Ohio have commissions. Cleveland, Buffalo, Cincinnati, Dayton, and other cities have new societies for the blind. This past summer the Illinois State Board of Charities appointed a commission to investigate the blind of the state. Chicago has taken the lead in the experiment of educating the sightless in schools for the seeing. Work for the blind has received a new start in many parts of the country. But the basis of all work is knowledge of the subject, and we do not yet even know how many blind there are.

The ratio of blind to seeing established by the commissions in New York and Massachusetts is about one in a thousand, more or less, in this nation. Of these, fully three-fourths are totally blind, or, if not in complete blackness, in a night where common objects are not distinguishable.

Divided according to age, the number of blind increases with advancing years. For the old blind, perhaps a third of all, nothing radical can be done. They must be cared for under the provisions for the maintenance of the aged. But they can be made happier by being taught simple occupations. Young persons, eager to do good, can visit them, read to them, entertain them with music. There has been provided for them a special type clear to aged and insensitive fingers, in which is a considerable library. This type was invented by a blind man, Dr. William Moon.

At the lower end of the seven ages is found the smallest number of blind. Of all the sightless only about one in thirty is under ten years. But the blind children under school age are an important, if small, class. Their education must be begun early. Nurseries for blind babies have been established in Brooklyn and Boston. Most blind babies, however, are kept at home, and at home the education must be carefully carried out if the children are to receive the best from the schools later in life. Blind children should be encouraged to romp, taught to dress themselves and eat properly at table.

False pity, which consigns a blind child to a life of inactivity, is in part responsible for the physical disabilities that we find in the blind of school age. The blind as a class are below the average in physique through want of activity and from the very diseases which destroy their eyes. In the nursery, in the playground, is laid the foundation of a life of agility, dexterity, and self-dependence, or one of helplessness, morbidity, untrained muscles, and underdeveloped organs. Treat a blind child as if it were normal, let it mingle with other children, and encourage healthy naughtiness, meddlesomeness, and a tendency to explore. It is the child that "gives no trouble" and is content to lie in a corner for whom the mother has most cause to fear.

In any intelligent household the blind child can be taught the Roman letters, embossed on wooden playing blocks, and can learn to read Braille. All members of the family should learn Braille, not only for the sake of teaching him, but in order to write to him when he grows up and is separated from his relatives. Any one can learn the Braille alphabet in a day, read it rapidly (with the eye) in a week, and write it on a Braille machine (which costs only a few dollars) about as easily as one can learn to use a common typewriter.

When the child is of school age he should be sent to the nearest institution. Unless the parents are able to afford private teachers, they should stifle the desire to keep the afflicted child with them. I have a letter from the mother of a blind child living near one of our best schools for the sightless. She confesses, apparently without sense of wrong-doing, that she has kept her son at the age of ten in ignorance, because she feared he might be ill-treated at the institution. Unkindness is not among the faults of those who manage our schools for the blind.

The blind of school age, from six to nineteen years, include about one-tenth of the total number of sightless. For this class more has been done than for any other. There are in America over forty institutions for the general education of blind youth. The curriculum is like that in schools for the seeing, with such special apparatus and instruction as are necessary to enable the blind to read and write and pursue the ordinary branches—history, geography, arithmetic, and so on. Like other public schools, some are good, some are not. But most of the work in the schools is sincere, and it will become more intelligent and efficient the more widely the capacities and the needs of the blind are understood by the public.

It is found that not all the eligible blind children are in school. In New York state, of 600 blind minors over five years of age one-half were not in school, and at least 150 of these should have been. Even in Massachusetts several blind children who should have been in the Perkins Institution and were not there have been found by the commission. In Great Britain education for the blind between five and sixteen years of age has been compulsory for the past fourteen years, and it is also compulsory in Saxony. Compulsory education for every child will come in all American states some day. Meanwhile *it is the duty of the schools for the blind to seek out the children whom they were established to educate.*

The greatest shortcoming of the schools is difficult to remedy, for it lies in part in the nature of blindness. We who see find our work in the world by experience, with or without the help of schools. The blind child must be specially trained to be blind and to work as a blind man; his only time and chance for such training is in the schools; he cannot learn his work when he comes to it, as most of us do. Such training the schools do not adequately provide, as is proved by the records of the graduates. Not all failures, of course, are due to the institutions, but when a score of graduates of one institution who have passed the course in piano-tuning are found unable to tune pianos, and when intelligent graduates of another institution, on whom the state of Massachusetts has spent $300 a year, not to speak of the per capita expenditure which the endowed advantages represent, are found in almshouses, still a burden to the state, something is wrong.

The discovery of that wrong was one cause for the creation of the Massachusetts Commission and the New York Association. In Pennsylvania the Institution for the Blind went ahead itself, joining the new movement for the blind at the start. It reports that of the graduates of the new school only fourteen per cent. should be deemed failures.

Even where the educational methods are good in kind, the schools have, with some recent exceptions, failed to make enough effort to place their competent graduates in positions they could fill. The graduation exhibition before an admiring public has been the last occasion on which the school has slapped the graduate on the back and praised him. After that the school has shut its doors and has disregarded, or, as a dozen blind men have told me, despised, its alumni. Several finely educated musicians from Massachusetts have told me that no official word was ever spoken for them to help them to opportunities to play in public. And those without talent for music have left school able to do nothing by which they could earn a living. The graduate all too often goes forth to join that great uncared-for group of the blind, those who have lost their sight in the midst of careers as seeing persons, and have not had even the training of a school for the blind.

Lose your sight to-day, what becomes of your business to-morrow? The nature of the problem and its darkest difficulties any one may imagine. The extent of the problem can be computed. The register of the Massachusetts Commission shows that out of 3,800 blind persons in the state there are 1,400 of a working age between twenty and sixty. Of these, after we have eliminated the successful, the well-to-do, the invalid, there are left 800 set down as able-bodied, dependent, and helpable, about a fifth of all the blind.

From the ratio of the Massachusetts register we compute that there are from fifteen to twenty thousand in the whole country ablebodied, dependent, idle. To turn to profit and happiness all this human waste too little has been done, and in thirty of our states nothing has been done.

There are in this country only ten or a dozen industrial workshops and homes that pretend to teach occupations to the adult blind. These shops employ about six hundred. In Great Britain, with less than half as many

blind as we have in America, are fifty shops, which employ thirteen or fourteen hundred. The immediate, obvious need is for workshops and industrial schools in every large centre. Enough has been done in the shops already established to furnish a model for any one who is ready to take the work up in his community.

The Pennsylvania Working Home for the Blind, in Philadelphia, is the largest in the country. It was founded thirty years ago by a blind man. It employs a hundred and thirty men in making brooms, mattresses, rag carpets, and in chair caning. The Connecticut Institute at Hartford, started sixteen years ago, is successful in giving a few blind men and women occupation by which they can earn a living at home. It is noteworthy also for its printing establishment, where blind persons operate presses, and stitching and folding-machines. The Wisconsin Workshop for the Blind makes a specialty of willow work. Everything from a toy basket to a willow cradle is beautifully made, and can be bought by whoever will send to 1323 Vliet Street, Milwaukee. Six years ago Michigan established, with an appropriation of over a hundred thousand dollars, a factory, an industrial home, an employment and information bureau for the blind. Two of the oldest shops are those connected with the state schools for blind children in Massachusetts and Maryland. Good work is being done in industrial homes for the blind in Oakland, California; in Brooklyn, Indianapolis, Chicago, and Cincinnati. A workshop has been opened recently in Colorado, and one will be opened soon in Maine.

The Massachusetts Commission is experimenting with new industries for the blind, extending established and home industries, such as the manufacture of mops, brooms, rugs, and curtains, and is canvassing factories for the seeing to find new processes where the blind can work side by side with the sighted.

In New York the new work is more remarkable because it has been carried forward without adequate aid from the state or from private charity. It shows what may be done by energetic and intelligent women in any city, though it may be fairly doubted if two such women as the secretaries and founders of the New York Association live in every great city. They turned their home into a school and information bureau pending the time when money-drenched New York should give them the salesrooms and shops which they needed. They have since moved into new quarters, but the income and the equipment of the Association are still insufficient for the work it has to do in a city where there are 2,300 blind.

The state school at Batavia finds that one-quarter of its graduates are self-supporting. The Institution for the Blind in New York City, supported by private endowment, and city and state aid, shows less than ten per cent. of its graduates in gainful occupation. A New York lady, Mrs. Ziegler, endowed the free magazine for the blind, one of the most generous things ever done for the sightless.

Whether the new work for the blind be undertaken by state commissions, city boards of education, or private associations, the programme is the same:

I.—*To register every blind person and keep the record continually revised.*

II.—*To establish a central employment agency and bureau of information, where blind persons may meet employers and the work of the blind may be kept on sale.*

III.—*To find out by experiment, and by comparing the work done in other countries, what occupations in each community will prove profitable for the blind.* This cannot be determined for all places by the experience of one place. The employment of the blind must be guided by the principles of business, by the conditions of the local markets, by all the factors which determine the profitableness of any occupation.

IV.—*To provide trained teachers of intellectual and mechanical pursuits to visit the blind and teach them at home.* It is better not to bring too many of the blind together into workshops and homes, but to keep them distributed throughout the community in which they must live. Besides, many of the adult blind, men and women, have domestic duties which make their absence from home for the whole of the day impossible or undesirable.

V.—*To establish trust funds or to secure regular state or municipal appropriations to provide blind workmen with materials for handiwork, or with capital to start a small retail business.*

VI.—*To enlist the interest of trades-unions and manufacturers in finding in factories processes at which the blind can work side by side with the seeing.* One great value of this is to make the workmanship and the capabilities of the blind familiar to all society. At present, for a blind man to go about the streets alone is so unusual as to warrant a newspaper paragraph. And when we have secured for the majority of our blind honest labor at a living wage, then we shall be ready:

VII.—*To establish scholarships for blind students.*

VIII.—*To provide more books for the blind at lower cost,* including many books used in college courses.

All kinds of efforts to give the adult blind a fair chance have been carried further in France, Great Britain, and Germany than in this country. In Great Britain the intellectual and talented blind are selected for higher education, and when they have become competent as musicians or teachers, the schools and the associations stand behind them and persuade vestrymen and committees to give them a hearing.

We need such agents to advance the competent blind, to compel simply a fair trial for blind candidates. It would seem that when good organists are found in so few churches and church choirs are so notoriously bad, the blind ought to be encouraged rather than forbidden to raise the general average of church music.

We also need organizations like the British and Foreign Blind Association to unite all the blind and find opportunity for them, day laborers as well as musicians.

Employers are not to blame for assuming that "defective" workmen will do defective work. But the American business man is generous, and if he is approached by an interesting and enthusiastic agent, he is Yankee enough to "want to know" all about the blind man. All that is necessary to secure a place for a competent blind person is to present his case to employers with tactful persistence.

As has been indicated, England leads us not only in organized, aggressive work for the blind, but in the number and the scope of workshops. This is, in part, due to the fact that industrial education for the seeing receives more attention in England than here. The system in the old countries of fitting children for trade operates beneficially for the blind, because it equips the human being for his life work; whereas in America we throw one vast door of common-school education open to everybody. After school days we who see find our places, but much energy is wasted, and the handicapped are left behind in the hot race, instead of being carefully fitted to go as far as possible at their slower rate. Equality of opportunity is a fine motto to carve above the door of a public school, but it does not help to arrange the curriculum of any school of life. For the blind, classification according to ability, and economical nurture of whatever capacities they have, are absolutely necessary.

In France the Association Valentin Haüy has had its employment bureau, the *Société de Placement,* for more than fifty years, and has placed

more than sixty organists in French churches and cathedrals. It maintains workshops, libraries, salesrooms. I have seen scissors, knives and beautiful lace made by its members.

In Germany the Saxon system of "After-Care" illustrates the marvelous unity and co-ordination of German life, and also its paternalism. The blind live at their homes. Even the small towns have workshops. And over them all is the directing genius of the superintendents of the institutions for the blind, who visit the individual workers, require constant reports from them, furnish materials at cost, and help the workers to sell their goods.

It would be wrong to suppose that the blind in Europe live in an economic paradise. The condition of the blind will always be hard enough everywhere, and in some European countries, in Italy, for instance, they are shamefully neglected. But the best work in Europe is in advance of the work in three-quarters of our American states. And the best of our work has only recently become firmly established, though sporadic efforts of all kinds have been made for two generations. The American people, with their abundant means, their generosity, their love of fair play, and their peculiar Yankee delight in human ingenuity, are sure to encourage the blind workman once they understand his needs and capabilities. Whatever is done for him by the schools, by the legislatures, and others technically in authority, the blind man will be our neighbor, and we must see that he is helped to produce what he can, and that he sell the product. It is cheaper to teach him to earn his bread than it is to give it to him.

But the economic argument is a bloodless thing. This is a human problem. The history of the dependent blind is full of eloquent and heart-breaking arguments.

A woman who had been for years at a school for the blind but had learned to do nothing by which she could earn wages was one of those taught by the New York Association to operate a private telephone switchboard. She is now employed by a New York house, and receives the same wages as the sighted operators.

The story of an old soldier who is making brooms in the shop of the New York Association is worth telling. The son of a German ship-builder, he received a mechanical training, left school early, and travelled in the East. He was shipwrecked in the Yellow Sea, and arrived penniless at San Francisco. He started to walk to New York, arrived there in seven months, and sailed for Germany. There he volunteered in the Austro-Prussian War of 1866. He joined the engineer corps, and in the Franco-Prussian War saw three hundred days of continuous service, including the battle of Sedan. The din of war made him deaf, and he retired from service to become a lock-maker. In 1884 he lost one eye from accident, and later came to America, leaving his wife in Germany. In New York he worked as a machinist. Soon the sight of the other eye was threatened, and he went to a hospital. All his savings were spent in the vain effort to save his sight. Unable to speak English, without friends, he drifted to an almshouse, and there he learned of his wife's death in Germany. He went to the New York Association for the Blind. The next day he entered the shop, learned broom-making, and is no longer wholly dependent on charity.

What of the thousands whose stories have not been told, in states where there are no associations to hear them? A woman in Iowa writes that she is forty-five years old, a graduate of a school for the blind. She is competent in housework, sewing, and embroidery. All her life she has been in a happy home. Now her kinsfolk are gone. She asks how she can find a place to work, to sell the product of her skill. From North Carolina comes the story of a woman educated in music and competent to teach. Livelihood and pleasure are

denied her because she has no piano. Who will answer in Iowa and North Carolina?

Talk to the first blind man on the street corner degraded to beggary. If he is suspicious, whining, confirmed by habit in his life as a social parasite, remember that it is not his fault that his manhood has been debased. If he is ashamed of the label, "Pity the Blind," eager to tear it off his breast, he can be brought before the boards of trade, the women's clubs, any competent and powerful society, and his story can be laid at the foundation in your community of a "Society to Promote the Interests of the Blind."

Physical Culture.

The usual training in dumb-bells, bar-bells, clubs, and in free work, was given throughout the session in the gymnasium, Mr. Roney having charge of the girls' classes and Mr. Green instructing the boys. The very young children, boys and girls, were in a class by themselves, their exercises consisting principally of marching with or without music.

Until the deep snow came, and after it had gone away in the spring, the running tracks with wire guides, described in last year's report, were much used by both boys and girls, but the pupils who had most need of out-door exercise were the ones most disinclined to take it. To make sure that all should get a "breath of fresh air" at least once a day, I proposed a daily after-breakfast excursion, on a sort of go-as-you-please principle so far as speed was concerned, but all following the same course, down the centre walk on the Institution grounds, thence along Palmerston Avenue to its junction with Brant Avenue, back by Brant Avenue, Ava Road and the girls' walk to the Institution. In the beginning there were a few hitches; John could not find his cap, or Mary had mislaid one of her rubbers, Henry wanted to practise on the piano right after breakfast, and Thomas preferred a run around the course before breakfast. But on the whole the scheme worked smoothly and well. The big girls and boys helped to get the little ones ready and looked after them en route; the pupils who had some sight guided those who were totally blind, until the road became familiar. To say nothing of the gain in health from this regular outing, it had a marked effect in the development of self-reliance. A new boy who was afraid to take three steps at the beginning of the session without a guide holding his hand would start out alone, before the end of the session, with a stick in his hand to touch the walk occasionally, and go over the course—about three-quarters of a mile—on the keen run, delighted to pass on the way boys who had better eyes but worse legs. The morning walk was not inaugurated as a race, but those who wanted to go fast were not forbidden to do so, and those who were inclined to dawdle or saunter were paired with active, sturdy fellows who set them a pace and compelled them to keep it. Our breakfast hour is seven o'clock, and during the short days of midwinter 7.30 comes before daylight, but that is a matter of small consequence to people whose days are one long night.

Some of the pupils took occasional, but not regular, walks after class hours in the afternoon, accompanied by teachers, and in the proper season there was exercise on the football field.

The regular field day was Saturday, June 6th, when a good programme of events was run off under the direction of Mr. Green, the Supervisor of Boys, assisted by Mr. Roney, Literary Teacher, and Mr. Clark, of the Brantford Y.M.C.A. The Minister of Education had kindly permitted the expenditure of a sum of money for prizes, and the entries for the several

contests were numerous. On the following Tuesday evening, in the Music Hall, the prizes were distributed to the winners, as follows:

Fifty yards race for girls under 10: Geraldine McEwen, Mary O'Neill.
100 yards, girls under 12: Gladys Thompson, Gladys Bickerton.
100 yards, girls under 15: Doris Hawley, Gretchen Wyld.
100 yards for girls over 15: Eva Bullock, Alice Stickley.
Spoon and egg race: Ethel Stevens, Edna Sage.
Fifty yards race for boys under 10: Leonard Sherman, Roy Goldie.
100 yards race for boys under 12: Fred Steele, Ener Ryan.
100 yards, boys under 15: Roy McCutcheon, Gustav Golz.
Three-legged race, 100 yards: George Skinkle and Harold Elnor, Roy McCutcheon and Lionel West.
Half mile handicap: Roy McCutcheon, Leonard Sherman.
Senior broad jump: Thomas Kennedy, Harold Elnor.
Junior broad jump: Gustav Golz, Byron Derbyshire, Roy McCutcheon.
Putting 12 lb. shot: T. Kennedy, C. Allison.
Two miles handicap: Jean Chatelain, C. Allison.
100 yards for boys over 15: H. Elnor, T. Kennedy.

The Staff.

Minister of Education (in charge):

Hon. R. A. Pyne, M.D., LL.D.

Deputy Minister:

A. H. U. Colquhoun, B.A., LL.D.

Officers of the Institution:

H. F. Gardiner, M.A.	Principal.
W. B. Wickens	Assistant Principal.
W. N. Hossie	Bursar and Storekeeper.
J. A. Marquis, M.D.	Physician.
B. C. Bell, M.D.	Oculist.
Mrs. A. McCanna	Matron.

Teachers:

W. B. Wickens	Literary.
P. J. Roney	Literary.
Miss E. S. Rae	Literary.
Miss M. E. Walsh	Literary.
W. Norman Andrews, F.G.C.M.	Music.
Miss E. Moore	Music.
Miss E. Harrington	Music.
Miss E. Lee	Kindergarten and Domestic Science.
Miss L. H. Haycock	Knitting and Crochet.
Miss E. Cooper	Sewing and Netting.
Miss K. Burke	Assistant Knitting and Sewing.
T. S. Usher	Piano Tuning.
W. B. Donkin	Trades Instructor.
D. Green	Supervisor of Boys.
Miss M. J. Cronk	Visitors' Attendant.
Mrs. J. Kirk	Boys' Nurse.
Miss M. Stewart	Girls' Nurse.
J. B. Wilson	Engineer.
G. G. Lambden	Carpenter.
G. Grierson	Baker.
D. Willits	Farmer and Gardener.

Farm and Garden.

During the early part of the season rain was frequent and abundant, just what was needed to assure good crops on the sandy and gravelly soil of the Institution farm, but later the continued drouth caused a disappointment of expectations. Hay and oats were not as productive as in the preceding year. The return of wheat and rye was satisfactory, though the quantity sown was small. Garden products, such as tomatoes, cabbages and early cauliflower, yielded well, but the late cauliflower did not head well, on account of the drouth. The early potatoes were good in quality, but few in the hill. The sample of late potatoes is excellent, but the quantity affected by the dry fall and early frosts. The field roots, carrots, beets and mangels, yielded well. Turnips promised well, but insect pests and dry weather have made the crop almost a failure. The summer and fall apples were abundant; the winter fruit not so plentiful, but both of better quality than last year. The crop of grapes was better than usual. Corn a splendid crop.

Visitors.

I note with pleasure the improvement on the part of our friends in Brantford, and their friends from a distance whom they bring to see us, with regard to the hours selected to visit the Institution. Formerly, it was the rule that they came after school hours on school days, and on Saturdays or Sundays, and the exception when they came in the hours when they were welcome, that is from nine to four on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. Gradually they are finding out that this Institution is a school, and that while we are glad to exhibit and explain our school work to the public in school hours, we have no ambition to conduct them through empty corridors and class-rooms after school hours; we do not want them on Saturdays when the teachers and pupils are off duty and the house is being cleaned, and we positively refuse to receive them on Sundays because the members of our staff are entitled to enjoy the day of rest like other people. We have had hundreds of visitors during the year from Ontario and other Provinces of Canada, as well as a few from the United States and Europe, and we think that most, if not all, of them carried away the belief that this is the proper place for a blind child, or one with defective sight, to come to for an education. There is nothing mysterious—nothing to conceal—about the Institution and its work. We want all the people of Ontario, who help to pay for the maintenance of the Institution, to understand its objects and its methods; then every eligible blind child in the Province will be advised and assisted to come to us for help and instruction, and the usefulness of the Institution will be extended.

Besides the Minister of Education, Hon. Dr. Pyne, and the Deputy Minister, Dr. A. H. U. Colquhoun, whose visits to the Institution were highly appreciated by teachers and pupils, we had the pleasure of a call from Sir Frederick Bridge on May 8th. The Expositor of May 9th said:—

Yesterday afternoon Sir Frederick Bridge and Mr. Archdeacon, accompanied by Mayor Bowlby and Ald. W. B. Wood, Rev. W. H. Harvey, Mr. H. K. Jordan and Mr. A. G. Parker, made a brief visit to the Ontario Institution for the Blind, where a short but excellent programme was presented by the pupils, under the direction of Mr. W. Norman Andrews. The guests were welcomed by Principal Gardiner, who introduced Sir Frederick to the pupils, telling him that they would feel acquainted with him and recognize him anywhere, once they had heard his voice, though they could not see his face. Mr. Andrews, the musical director, said that in the short time at the disposal of the visitors it would be possible to give only a sample of the work that was

being done in the Institution. He called upon Charles Duff, who played on the pipe organ the last two movements of Guilmant's first sonata, opus 42, in a manner that elicited the hearty praise of Sir Frederick. The choral class sang John Barnaby's "Sweet and Low," and part of the cantata, "What is the Flag of England," one of Sir Frederick Bridge's own compositions. Then Herbert Treneer played on the piano the Scarf Dance, "Air de Ballet," by Chaminade. Sir Frederick addressed the pupils, commending their work for its accuracy and finish, which reflected credit alike upon them and upon their instructor. He told of blind musicians who had attained positions of eminence in the old world, and gave interesting reminiscences from his own career. He promised, if he got back home with his scalp still attached to his head, to remember the young people of the Institution and to reward them for the pleasure they had given him by sending them some scores which they would appreciate. Finally, Sir Frederick said he would like to play for the pupils, which he proceeded to do, to the delight of all who heard him. Resuming his remarks, he suggested the purchase of a new and better organ, and then he went over and chatted with the vocalists, asking them numerous questions and appearing much interested in the replies. Before the party left the members of the staff were formally presented to Sir Frederick, who expressed regret that he could not make a longer visit. Seldom has there been a guest at the Institution who made a better impression, or would be more heartily welcomed again.

Before leaving the city, Sir Frederick wrote as follows to the Musical Director:

Brantford, May 8, 1908.

Dear Mr. Andrews:—

Allow me before leaving Brantford to heartily congratulate you on the excellent work shown by the students in music at the Blind School.

The singing of the Choral Class was exceptionally good. I must especially thank you and the class for the admirable rendition of my composition, "The Flag of England." It certainly appealed to me to hear a Blind Chorus in Canada sing this patriot composition. Their training was all that could be desired, and they caught the spirit of the whole chorus as I intended. If I had conducted "The Flag of England" myself I could not have given a better interpretation. The playing of the organ and piano students was not only the result of cleverness and ability, but also showed that a master hand directed their work.

Pardon me when I say I hope you will soon have a new organ at the School.

Sincerely yours,
J. Frederick Bridge.

On March 26th, Mr. Fred W. Thomas, representing the Brotherhood of St. Andrew in connection with the Church of England, visited the Institution and addressed the pupils in the Music Hall.

Libraries.

The total enrolment of subscribers to the free circulating library is 149; the number of readers during the year, 59; of whom 13 had not used the Library in previous years. The number of books issued during the year was 200, and the total number of books issued to subscribers since the establishment of the library, 2,017.

The purchases of New York point print books from the American Printing House for the Blind included complete sets of Progressive Readers and Spellers for all classes.

Cards for teaching the point alphabet and contractions to beginners were printed from our own type.

Substantial additions in ink type were made to the teachers' library, particularly in the departments of history, literature, natural history and domestic science, and such music as was required in ink or in point was purchased.

Buildings and Grounds.

A commodious brick building, 65 x 30 feet, two stories high, has been erected between the old shop and the gymnasium (Mr. James Wright, contractor), the lower story of which, divided into two rooms, will be used for the carpenter's shop and instruction in sloyd; the upper story will be used for the tuning department, for the hammock class and for broom-making, if it should be decided to introduce that branch of industry. The new building will be occupied as soon as it is provided with heating apparatus.

The appropriation for changing the system of heating in the main building has not been expended, the plans not having been prepared in the Department of Public Works in time to have the work done during the vacation. It is hoped to get an early start at this much needed work in the season of 1909.

The outside woodwork of the Bursar's and Principal's residences was painted by R. G. Ballantyne & Son.

The cellar area walls were rebuilt and raised, to keep out surface water, and the brickwork of the Institution and outbuildings, the Principal's, Bursar's, and Engineer's houses was pointed and repaired, P. H. Secord & Sons, contractors.

The eave-troughing and conductors were repaired where needed by Howie & Feely, tinsmiths.

New floor and stalls on cement concrete were provided in the cow barn, John Richards, contractor.

Painting, varnishing and kalsomining inside the main buildng were done by D. D. Taylor. The walls of the bell hall, which showed every year the effects of some bad work done and poor material used a long time ago, were thoroughly cleaned and painted.

Wood Brothers, plasterers, repaired the walls where needed.

The stairway on the boys' side, leading to the Music Hall, was altered to make it easier to get pianos up and down, and hardwood floors were laid in the large practice room and in part of the Music Hall, by P. H. Secord & Sons.

The board walks were repaired, a swing erected in the boys' playground; the baths and basins enamelled, the hardwood floors oiled and some painting, varnishing and kalsomining done by the Institution carpenter and baker.

H. F. Gardiner,
Principal.

Brantford, October, 1908.

Physician's Report.

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—In presenting my annual report for the year ending September, 1908, I am pleased to state that the health of the officers and pupils has been good, and that few cases occurred to cause anxiety. Perhaps the trouble that caused the greatest inconvenience was an outbreak of chicken-pox in January, which spread over a number of weeks. There was no serious trouble in the

twelve cases that developed. We had them isolated comfortably in the rooms over the workshop, in charge of a capable trained nurse.

During the year there was the usual number of minor ailments and accidents requiring daily attention. The same difficulty was experienced as in former years on the girls' side of the house, with minor cases as of hysteria, etc., in not having a sick-room to receive them, where they could be treated so much more satisfactorily.

During the year I have made frequent visits to the pupils' dining rooms, and found that they are provided with an abundance of wholesome and nutritious food, to which the large majority do ample justice. The officers have remained particularly well during the year. On the closing day of the session, Assistant Principal W. B. Wickens was seized with rather a sharp attack of inflammation of the lungs, which incapacitated him for a couple of weeks. He has made a perfect recovery.

I take pleasure in anticipating the improved steam-heating system of which you have approved.

I have the honour to be,
Sir,
Your obedient servant,
JOHN A. MARQUIS.

Brantford, September 1st, 1908.

OCULIST'S REPORT.

To Hon. R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—I have the honour to report the results of the annual examination of the eyes of the pupils.

I examined a total of twenty-six new pupils, fifteen males and eleven females; and forty-five pupils who were in attendance at former terms, seventeen males and twenty-eight females.

The sight of the new pupils was so deficient in all that no question as to eligibility needed to be considered. In two or three cases I found conditions offering the possibility of improved sight by surgical interference. Naturally most of these children entering have had all done that surgical skill could possibly do for them, but a few come from sections where these opportunities were not available; and on the other hand we find a few who from prejudice, or fear of operation, have refused to have done all that might be done. It is hard to understand why a blind pupil, or the parents of a blind pupil, will refuse the possibility of some degree of vision, be it ever so small, simply from prejudice to operation, and especially where there is nothing to lose, supposing they should fail to be benefited. At any rate we find this to be the position in an occasional case.

There is nothing very unusual in the various causes of blindness; the usual high percentage of Ophthalmia Neonatorum being present. But there were fewer cases of accidental blindness, such as arise from mining accidents, gunpowder explosions, etc., in fact, with the exception of one girl who became blind at the age of fifteen from some brain lesion, the onset of blindness in all the new pupils was before the age of ten years. And this leads me to note that while this is the case, and further that while nineteen out of the twenty-six were blind when they were three years of age, yet the average age of entrance to the Institution this year is males 13 and females 14.6, in comparison with males 13.5 and females 10.7 for last year.

Among the pupils who have attended former terms, thirteen of the forty-five examined showed some degree of improvement in sight, nineteen no change, while three, from certain specific causes, had actually lost some.

There were few acute conditions requiring attention during the year; one degenerated eye was removed during the summer while the pupil was at his home, on account of spontaneous rupture of the ball; while one had to be removed from another male here, he having accidentally ruptured the ball, but as this also was a degenerated, disfiguring, practically sightless eye, the loss was slight.

Respectfully submitted,
B. C. Bell.

Brantford, July 1st, 1908.

Literary Examiner's Report.

Hon. R. A. Pyne, M.D., *Minister of Education*:

Sir,—In submitting my report I beg to state that I officially examined the various classes in the literary department of the Ontario Institution for the Education and Instruction of the Blind on June 9th to 12th, inclusive.

In the following a detailed statement will be found.

Mr. Wickens' Classes.

Arithmetic.— In this class of five girls and four boys the answering was very creditable. The work consists of easy questions in fractions. Two of the scholars had six answers correct out of eight, the marks of the class ranging from 25 per cent. to 75, with an average of 49.

Geography.—Continent of Asia. This class numbered six girls and five boys. The marks assigned ranged from 25 per cent. to 100, averaging 77. The answers on the whole were good.

Physiology.—A small class of four girls and five boys passed a good examination on the work, comprising the human framework, muscles, digestion, circulation, nervous system. The marks were from 84 per cent. to 100, with an average of 97.

Reading.—The work is in point print. There are some good readers in this class, and some scholars who have been only a short time under instruction read more satisfactorily than several of those who have been much longer in the class. The marks varied from 25 per cent. to 90, with an average of 54.

Latin.—The work in this subject is of necessity elementary, as this is only the second year in which the subject has been taught and there is only one class for all. The work, though limited, has been thoroughly done, as the creditable marking will show. In a class of eight girls and one boy, the marking was from 57 per cent. to 100, averaging 84.

Bible Geography and History.—This class consists of twenty-three boys, whose work for the session has been the Stories from Genesis and the classification of the books of the Bible. The boys acquitted themselves well, with a marking of 25 per cent. to 100, with an average of 86.

Spelling.—A good class of ten girls and fifteen boys, the marks being from 34 per cent. to 100, with an average of 91.

Mr. Roney's Classes.

Arithmetic.—This is a junior class in Addition, Subtraction and Multiplication, consisting of nine girls and sixteen boys, of whom some are very bright and others dull. Two in particular are worthy of special mention, one a French boy and the other a Norwegian, both of whom are certainly very promising. The marks ranged from 13 per cent. to 100 averaging 65.

Grammar.—Limits, Parts of Speech; Analysis of Simple Sentences. In this class of nine girls and eighteen boys three got perfect marks, while others seemed to have no grasp of the subject. The marks varied from 0 to 100, with an average of 67 per cent.

Geography.—Limits, Dominion of Canada; Map and Book Work in Public School Geography. There are four girls and thirteen boys in this class. The marks ranged from 25 per cent. to 100, with the creditable average of 74.

Physiology.—Digestion, Respiration, Circulation of the Blood. The marks given were from 0 to 100, with an average of 68 per cent.

Reading.—First and Second Readers (embossed). This class of five girls and twelve boys all read well, the marks being 60 per cent to 100, averaging 82 per cent.

Writing.—Senior class consisting of seven girls and fourteen boys. The writing, on the whole, was good, the marks ranging from 35 per cent. to 85, with an average of 56.

Miss Walsh's Classes.

Arithmetic.—Percentage, Brokerage, Simple Interest, etc. In this class of eleven girls and six boys the answering was good, though some of the pupils are decidedly dull. Nine problems were given and two pupils had correct answers for all. The marks given were from 23 per cent. to 100, with an average of 52.

English Grammar.—Parts of Speech, Definitions, Parsing and Analysis of Simple Sentences. This class of seven girls and fourteen boys answered very well, receiving marks 34 per cent. to 100, averaging 87 per cent.

Geography.—Map of Ontario, Railroad System, etc., the Provinces of the Dominion, with their capitals and products. This class of thirteen girls and eleven boys passed a good examination, the marks being from 38 per cent. to 100, with an average of 81 per cent.

Reading.—Second, Third and Fourth Readers (embossed). A class of seven girls and nine boys averaged 74 per cent., the marks ranging from 50 to 100, one girl receiving perfect marks.

Writing.—Small letters, lists of words, no capitals. There are eleven girls and fourteen boys in this class. Some write very well indeed, but many are poor, the marks ranging from 20 per cent. to 90, averaging 44 per cent.

Object Lessons.—This is a large class of twelve girls and twenty-two boys, most of whom were greatly interested in the work. While I was in the class-room, the children gave an excellent description of the cow and dairy products and their use to man; also a description of the elephant and its uses. The formation of pearls and cork, the manufacture of pens in different ages, of pencils (graphite) and the growth and uses of the cranberry were all described by the scholars in a very interesting manner.

Bible History.—Limits, the Gospel of St. John from Chapter xii to Chapter xxi. This class of Roman Catholic children, eight girls and ten boys, answered very well, with the exception of three beginners, and they all showed careful training.

Spelling.— Second Year of Rational Speller (point print). This class of six girls and fourteen boys received marks from 25 per cent. to 100, with an average of 63.

Miss Rae's Classes.

Arithmetic.—Limits, Tables of Weights and Measures, Multiplication Table to twenty times twenty, Problems in four rules, Sharing. This class of five girls and twelve boys passed a good examination, nine of them answering

five questions out of six. The others received from 25 per cent. to 76, the class averaging 72.

Grammar.—History of Language, Parsing. In this class of eight girls and seven boys, the lowest mark was 56 per cent., while two received perfect marks, the class averaging 84 per cent.

Geography.—Map work of United States and South America, Products, etc. In a class of eight girls and eight boys, some received perfect marks, while others had little or no idea of the subject. The average of the class was 77 per cent.

Physiology. Skeleton, Bones ,Muscles, Skin, Digestion, Circulation, etc. In this class of eight girls and nine boys, some were very poor, but three received perfect marks. Three of the weakest in Physiology were very weak in Geography also. The marks ranged from 0 to 100, averaging 61 per cent.

Writing.—Letters, words and sentences in pencil. In this class of seven girls and fifteen boys, one of the girls—a beginner— is not graded; of the rest, the marks ranged from 0 to 80, with an average of 36 per cent.

English History.—Norman and Angevin periods. In this class there were nineteen girls and fourteen boys, and four others were away for reason. Three received no marks whatever; two 25 per cent., and two 34 per cent., while several received perfect marks, the average being 66.

Canadian History.—Period before 1713; Biographies of Discoverers and Early Governors; History of Acadia. In this class of nineteen girls and thirteen boys, three received no marks, while one obtained full marks, the class averaging 51 per cent.

Bible History.—Limits, Genesis. Twenty-three girls and six boys composed this class, and they evidently covered the ground well, as the high marking from 50 per cent. to 100, with an average of 86, indicates.

Spelling.—Limits, Books 4, 5, and 6 of the Rational Speller. In this class of fifteen girls and seven boys, all except one received full marks, which is a most gratifying result to both the pupils and their teacher.

English Literature.—Limits, "The Tempest," by Shakespeare; Prose Writers from 1763 to 1837; Poets of the same period. In this class of fourteen girls and six boys, good work has been done in the study of the authors of the period named. The examination of the class on Shakespeare's play, "The Tempest," proved enjoyable and interesting. As the class is composed of senior pupils, a firmer grasp of the subject is possible, as well as an appreciation of advanced work. With very few exceptions, the pupils did well, ranging in marking from 34 per cent. to 100, with an average of 80.

Composition.—Essays written by thirteen girls and six boys were handed to me for examination. The subject was "The Passing of Arthur." In subject matter most of the essays were good, the spelling poor and the writing bad. Many of the mistakes in spelling were in a measure pardonable, as the pupils evidently spelt the sound of the words regardless of orthography. The chirography was good in only occasional instances; the type-written samples, with one exception, were well executed. We must bear in mind, however, that unless a pupil has partial sight it is impossible to correct a mistake.

Miss Lee's Classes.

Arithmetic.—Limits, Addition to 13; Multiplication Tables to 7 times 20; Roman Numerals to C. In this class there are six seniors and nine juniors and the marks ranged from 25 per cent. to 100, with an average of 68.

Reading.—Alphabet (letters and characters in point print), First Reader. In this class there are fourteen and the marks given were from 50 per cent. to 100, with an average of 85. One of the boys who last year had to have his

hand guided is now able to follow alone; in consequence his advance is quite marked. Another boy, still at his letters, seems incapable of making progress.

Spelling.—Words of three letters, Names of Familiar Objects. In this class of fourteen the youngsters did well, the marks averaging 90 per cent.

Bible Geography and History.—Story of the Boy Samuel; History of David; Commandments; some of the Psalms. This class of fourteen children showed by their answers that they have been carefully trained.

Kindergarten.—In this class the children were all busily engaged in picture-sewing, folding, weaving, making clay models, leather-lacing, etc. The accuracy shown in the articles made was more than ordinary. Any person would be amply repaid for the time he would spend in visiting this little beehive of industry.

Miss Haycock's Classes.

Bible History.—Limits, from Genesis to end of First Samuel. Twelve girls and one beginner compose this class. They passed a creditable examination, receiving in marks from 10 per cent. to 100, averaging 71 per cent.

Spelling.—First Book (Rational Speller) to section 61 in Second Book. In addition to two beginners, whose marks are not counted in grading the class, there are eleven girls and seven boys. The marks ranged from 50 per cent. to 100, with the high average of 93.

Miscellaneous.

In addition to the Literary Department I was requested to examine classes in the Industrial branches. In Domestic Science Miss Lee has a class of twelve girls who receive instruction in the rudiments of cooking and the general care of a house.

In Knitting and Crocheting, Miss Haycock, assisted by Miss Burke, has a large class. The careful instruction is shown in the many samples of excellent workmanship. The faithful training in this practical subject must prove of great benefit in the home life of these pupils.

Sewing and Darning.—In this very important subject I found a class of girls under the direction of Miss Baird. The pupils were busy at their work, and the samples of the result of their industry reflect great credit on them and on their instructress.

Bead-Work.—Under the direction of Miss Cronk, splendid results have been attained, nearly five hundred pieces having been made by a class of about thirty. While some of the articles are for ornament, many are very serviceable.

Miss Hepburn has a class also in bead-work.

Basket-Making and Cane Seating.— Mr. Donkin has charge of about thirty-one boys and their work shows careful training.

In the manufacture of hammocks and horse nets Mr. Lambden has the oversight of seventeen boys. A ready market is found for the output. The finished articles inspected were of a superior class. Slate-making, book-making and map-making also are under the direction of Mr. Lambden.

Physical Culture.—A class of seventeen intermediate girls under the direction of Mr. Roney went through a series of movements with dumb bells, as did also a class of twenty boys with Mr. Green as instructor.

All of the foregoing is respectfully submitted.

S. F. Passmore, M.A.,
Examiner.

Brantford, July 9th, 1908.

Report on Musical Instruction.

Hon. R. A. Pyne, M.D., *Minister of Education*:

Sir,—In presenting my report on the Musical Instruction given at the Ontario Institution for the Education of the Blind, Brantford, I am glad to be able to say that good, earnest work is being done by both teachers and pupils, and that the standard maintained in previous years is well sustained. The examinations of the Toronto College of Music, with which the O.I.B. is affiliated, resulted in eight pupils passing various examinations of the College this year, as will be seen farther on in this report; and one of these pupils, Herbert Treneer, obtained the high distinction of a Diploma in both piano and organ playing. That examinations exert a healthy stimulus is shown by the better work of the candidates who are taking a course such as that prescribed by the Toronto College of Music.

The Musical Director, Mr. Andrews, had this year a class of thirteen for Teachers' Normal training. He used an ingenious method, invented in the United States, by which, through the means of movable metal castings, blind teachers are enabled to teach sighted pupils the various signs used in the staff notation. The pupils in this Normal class seemed to readily grasp the system, for they are quick to describe the various characters, and easily set out, on the five-grooved "staves," short musical phrases. Members of this class also gave demonstrations of the methods they would make use of in teaching; and three students gave exhibitions of their abilities as choir trainers.

The choral class of forty-three members did better work than ever; the class is larger; it is fairly well balanced, and is enthusiastic in its work. Several part songs, including the opening chorus of Sir Frederick Bridge's Cantata, "The Flag of England," were sung in really good style.

The organ in the Music Hall is a very old instrument, with poor action, and should be replaced by a new one, with modern appliances. A good concert organ, which need not be a large one, would prove much more serviceable to the organ students, and would much enhance the value of the musical department of the Institution.

The annual examination, which was held on the 1st and 2nd of June, was conducted under the heads of Piano, Organ, Singing (solo singing and choral class), and Theory of Music (including Harmony, Counterpoint and Musical History). Fifty-one pupils have been studying music this year, of whom all but two or three take up the piano, six the organ, five solo singing and six musical theory.

The piano students are divided into five grades, and grades I. and II. are subdivided into Classes A, B and C. In class A of the first grade there are three beginners, who are properly started upon their course. In class B there are six pupils, of whom two are most promising, three are fair and one slow. Of the nine pupils in class C, one is very good, the others are doing fair work. In grade II. there are seventeen pupils; of the ten pupils in class A two promise well, seven are fair and one is slow. In class B there are four pupils, of whom one is very good, two fair and one slow. Of the three pupils in class C one passed the first examination of the College of Music, obtaining honours. Of the other two one is good, the other fair. As in former years. I find that the foundation work of the junior pupils is being well laid and a good class of music used for instruction.

In grade III. are seven pupils; three of them are promising; the others are doing fairly well. Two of the pupils in this grade passed the second examination of the College of Music, one of them with honours.

In grade IV there are eight pupils. Two passed the second and third examinations, respectively, of the College, obtaining first-class honours; the playing of these may be styled as excellent and full of promise for the future. Five pupils in this grade presented themselves for the third examination of the College; they did not pass, because they were not ready; but they may be encouraged to try again, as, with the necessary preparation, they should succeed. The other pupil in this grade plays fairly well.

The single pupil in grade V., the highest, this year obtained the piano diploma of the Toronto College of Music. Herbert Treneer, the pupil who won this distinction, is a very capable pianist, as well as a good all-round musician, and well deserves this testamur of his musical work at the O.I.B.

There are six pupils in the organ class, divided into grades III., IV. and V. Of the three pupils in grade III. (the junior), two are doing very well; the other is fair. The two pupils in grade IV. play quite well; one of them obtained both the first and second organ examinations of the College of Music, each with first-class honours. In grade V., Herbert Treneer passed, with first-class honours, the third examination of the College, and obtained the organ diploma. He played a varied programme of organ music with conspicuous ability.

This year there were five students examined in singing. It is gratifying to know that vocal work is taken up more than formerly, and it is hoped the number of singing pupils will increase from year to year. One of the women students showed promise in the singing of two songs; two of the young men, baritones, do very fair work; a tenor shows ability, but lacks restraint; while a bass, possessing a magnificent vocal organ, gave good rendering of classical songs. This last pupil passed the first and second vocal examinations of the College of Music, obtaining, respectively, first-class honours and honours, in the two examinations.

Six pupils were examined in one or more branches of Musical Theory; three of these passed the first year Theory examination of the Toronto College of Music, obtaining first-class honours in each of the three subjects, Written History, Musical Harmony and Practical Harmony. The other three wrote papers set for them in Harmony, Counterpoint and Musical History, obtaining, respectively, 59 and 65 per cent. on the Harmony paper, 64 per cent. on the Counterpoint, and 80, 60 and 56 per cent. on the History paper. These results are excellent, but the higher marks obtained by the candidates for diplomas show the stimulus which is exerted by outside examinations.

The work of several pupils in the tuning class was heard, and that of the most advanced was found to be eminently satisfactory. These graduating pupils are deserving of the recognition of the piano trade, and should prove as successful in their vocation as many of their predecessors have been.

I have the honour to be,

Sir,

Your obedient servent,

W. E. Fairclough.

Toronto, September 14th, 1908.

ONTARIO INSTITUTION FOR THE BLIND.

Statistics for the Year Ending 30th September, 1908.

I.—Attendance.

	Male.	Female.	Total.
Attendance for portion of year ending 30th September, 1872	20	14	34
" for year ending 30th September, 1873	44	24	68
" " " 1874	66	46	112
" " " 1875	89	50	139
" " " 1876	84	64	148
" " " 1877	76	72	148
" " " 1878	91	84	175
" " " 1879	100	100	200
" " " 1880	105	93	198
" " " 1881	103	98	201
" " " 1882	94	73	167
" " " 1883	88	72	160
" " " 1884	71	69	140
" " " 1885	86	74	160
" " " 1886	93	71	164
" " " 1887	93	62	155
" " " 1888	94	62	156
" " " 1889	99	58	167
" " " 1890	95	69	164
" " " 1891	91	67	158
" " " 1892	85	70	155
" " " 1893	90	64	154
" " " 1894	84	66	150
" " " 1895	82	68	150
" " " 1896	72	69	141
" " " 1897	76	73	149
" " " 1898	74	73	147
" " " 1899	77	71	148
" " " 1900	77	67	144
" " " 1901	72	66	138
" " " 1902	68	70	138
" " " 1903	67	64	131
" " " 1904	68	66	134
" " " 1905	67	74	141
" " " 1906	71	76	147
" " " 1907	72	72	144
" " " 1908	71	68	139

II.—Age of pupils.

	No.		No.
Seven years	5	Eighteen years	8
Eight "	2	Nineteen "	1
Nine "	6	Twenty "	8
Ten "	7	Twenty-one "	8
Eleven "	6	Twenty-two "	3
Twelve "	13	Twenty-three "	5
Thirteen "	9	Twenty-four "	1
Fourteen "	12	Twenty-five "	2
Fifteen "	12	Over twenty-five years	7
Sixteen "	13		
Seventeen "	11	Total	139

III.—Nationality of parents.

—	No.	—	No.
American	2	Norwegian	1
Canadian	79	Russian	1
English	30	Scotch	11
Irish	9	Unknown	1
Italian	1	Welsh	1
Galician	1		
German	1	Total	139
Hungarian	1		

IV.—Denomination of parents.

—	No.	—	No.
Christian Science	1	Salvationist	2
Congregational	1	Lutheran	2
Baptist	6	Jewish	1
Disciples	1	Greek Catholic	1
Episcopalian	42	Unknown	2
Methodi t	33		
Presbyterian	22	Total	139
Roman Catholic	25		

V.—Occupation of parents.

—	No.	—	No.
Agent	1	Machinists	2
Bar-tender	1	Marble Dealer	1
Barber	1	Merchants	4
Bricklayers	2	Military	1
Blacksmiths	2	Millwright	1
Chief of Police	1	Miner	1
Carpenters	4	Painter	1
Clerk	1	Printer	1
Civil engineer	1	Plasterers	2
Contractor	1	Physician	1
Cooper	1	Plumber	1
Cook	1	Policeman	1
Carriage-builder	1	Sailors	2
Drover	1	Shoemakers	2
Electrician	1	Railway employee	1
Engineers	2	Rancher	1
Farmers	41	Tanner	1
Firemen	2	Tailors	2
Gardeners	4	Travellers	2
Government officer	1	Teamsters	4
Grocer	1	Tinsmiths	2
Hostler	1	Warehouseman	1
Hotel-keeper	1	Unknown	5
Laborers	24		
Lawyer	1	Total	139
Manufacturer	1		

VI.—Cities and counties from which pupils were received during the official year ending 30th September, 1908.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma	4	2	6	District of Nipissing	2	1	3
City of Belleville	....	....	....	County of Norfolk	....	2	2
County of Brant	1	....	1	" Northumberland	1	1	2
City of Brantford	1	2	3	" Ontario	....	....	....
County of Bruce	1	2	3	City of Ottawa	4	4	8
" Carleton	....	1	1	County of Oxford	1	3	4
" Dufferin	1	....	1	" Peel	....	....	....
" Dundas	....	....	....	" Perth	1	....	1
" Durham	1	....	1	" Peterborough	....	2	2
" Elgin	1	1	2	" Prince Edward	....	....	....
" Essex	3	1	4	" Prescott	2	....	2
" Frontenac	....	1	1	" Renfrew	....	....	....
" Glengarry	1	1	2	" Russell	1	2	3
" Grenville	....	1	1	City of St. Catharines	....	1	1
" Grey	1	1	2	" St. Thomas	....	....	....
City of Guelph	1	1	2	" Stratford	1	1	2
County of Haldimand	....	....	....	County of Simcoe	1	1	2
" Haliburton	....	....	....	" Stormont	....	....	....
" Halton	1	....	1	City of Toronto	11	11	22
City of Hamilton	....	2	2	County of Victoria	2	....	2
County of Hastings	....	....	....	" Waterloo	1	....	1
" Huron	3	2	5	" Welland	....	1	1
City of Kingston	1	....	1	" Wellington	....	....	....
County of Kent	1	....	1	" Wentworth	2	2	4
" Lambton	5	2	7	" York	1	1	2
" Leeds	3	....	3	*Saskatchewan	2	3	5
" Lanark	2	....	2	*Alberta	1	2	3
" Lennox	....	....	....	*Manitoba	2	2	4
" Lincoln	....	....	....	*British Columbia	1	....	1
City of London	1	1	2	District of Parry Sound	....	....	....
County of Middlesex	1	5	6				
District of Muskoka	....	2	2	Total	71	68	139

*On Payment.

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1908.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma	8	4	12	County of Haldimand	4	5	9
City of Belleville	3	1	4	" Halton	7	3	10
County of Brant	9	7	16	City of Hamilton	14	19	33
City of Brantford	16	11	27	County of Hastings	5	5	10
County of Bruce	9	11	20	" Huron	13	11	24
" Carleton	2	2	4	City of Kingston	7	4	11
" Dufferin	2	1	3	County of Kent	10	6	16
" Dundas	3	3	6	" Lambton	19	7	26
" Durham	4	4	8	" Leeds	14	4	18
" Elgin	7	6	13	" Lanark	4	4	8
" Essex	14	20	34	" Lennox	4	1	5
" Frontenac	5	3	8	" Lincoln	3	3	6
" Glengarry	8	1	9	City of London	11	10	21
" Grenville	2	2	4	District of Nipissing	7	4	11
" Grey	10	12	22	County of Middlesex	10	13	23
City of Guelph	4	3	7	District of Muskoka	3	2	5

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1908.—*Continued.*

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
County of Norfolk	10	9	19	City of Toronto	62	46	108
" Northumberland	5	9	14	County of Victoria	8	2	10
" Ontario	7	9	16	" Waterloo	12	5	17
City of Ottawa	18	4	22	" Welland	6	5	11
County of Oxford	7	11	18	" Wellington	10	8	18
" Peel	2	1	3	" Wentworth	10	10	20
" Perth	5	10	15	" York	18	16	34
" Peterborough	13	5	18	*Province of Quebec	4	1	5
" Prince Edward	6	2	8	*Saskatchewan	3	5	8
" Prescott	4	....	4	*United States	1	....	1
" Renfrew	8	6	14	*British Columbia	2	....	2
" Russell	4	3	7	*Manitoba	3	2	5
City of St. Catharines	2	2	4	District of Parry Sound	1	....	1
" St. Thomas	3	2	5	*Alberta	1	2	3
" Stratford	3	1	4				
County of Simcoe	11	11	22		495	383	878
" Stormont	5	....	5				

*On Payment.

VIII.—Cities and counties from which pupils were received who were in residence on 30th September, 1908.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma	3	1	4	County of Norfolk	....	2	2
City of Belleville	....	....	....	" Northumberland	....	....	.....
County of Brant	1	....	1	" Ontario	....	....	.....
City of Brantford	1	2	3	City of Ottawa	2	3	5
County of Bruce	1	2	3	County of Oxford	1	1	2
" Carleton	....	1	1	" Peel	....	....	.....
" Dufferin	1	....	1	" Perth	....	....	.....
" Dundas	....	....	....	" Peterborough	....	2	2
" Durham	1	....	1	" Prince Edward	....	....	.....
" Elgin	1	1	2	" Prescott	1	....	1
" Essex	3	1	4	" Renfrew	....	....	.....
" Frontenac	....	1	1	" Russell	....	2	2
" Glengarry	1	1	2	City of St. Catharines	....	1	1
" Grenville	....	....	....	" St. Thomas	....	....	.....
" Grey	1	1	2	" Stratford	1	1	2
City of Guelph	1	1	2	County of Simcoe	....	1	1
County of Haldimand	....	....	....	" Stormont	....	....	.....
" Haliburton	....	....	....	City of Toronto	10	8	18
" Halton	1	....	1	County of Victoria	2	....	2
City of Hamilton	....	2	2	" Waterloo	1	....	1
County of Hastings	....	....	....	" Welland	....	1	1
" Huron	3	2	5	" Wellington	....	....	.....
City of Kingston	....	....	....	" Wentworth	3	....	3
County of Kent	1	....	1	" York	1	1	2
" Lambton	4	1	5	British Columbia	1	....	1
" Leeds	1	....	1	Quebec	....	....	.....
" Lanark	2	....	2	Manitoba	2	2	4
" Lennox	....	....	....	District of Parry Sound	....	....	.....
" Lincoln	....	....	....	" Rainy River	....	....	.....
City of London	....	1	1	Saskatchewan	2	2	4
" Woodstock	....	....	....	Alberta	....	2	2
County of Middlesex	1	2	3	City of Woodstock	....	....	.....
District of Muskoka	....	2	2				
" Nipissing	2	1	3	Totals	57	52	109

Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditures for the year ending 30th September, 1908. Compared with preceding year.

Item.	Service.	30 September, 1907. Average number of pupils, 111.			30 September, 1908. Average number of pupils, 116.		
		Total Expenditure, 1907	Yearly cost average 111.	Weekly cost average 111.	Total Expenditure 1908	Yearly cost average 116.	Weekly cost average 116.
		$ cts.	$ cts.	c. mls.	$ cts.	$ cts.	c. mls.
1	Medicine and Medical Comforts..	87 81	78	1.5	98 60	85	1.6
2	Butcher's Meat, Fish and Fowls..	1,611 34	14 51	27.7	1,586 74	13 68	26.2
3	Flour, Bread and Biscuits.....	418 71	3 77	7.2	495 06	4 27	8.2
4	Butter and Lard.....	1,552 40	11 28	21.6	1,664 51	14 35	27.5
5	General Groceries.....	1,040 62	9 37	18.	1,140 27	9 83	18.
6	Fruit and Vegetables.....	211 05	1 90	3.5	215 85	1 86	3.5
7	Bedding, Clothing and Shoes.....	394 62	3 55	6.8	115 83	99	1.9
8	Fuel—Wood, Coal and Gas.....	3,758 23	33 85	65.1	4,023 39	34 68	66.7
9	Light—Electric and Gas.....	950 49	8 56	16.4	1,071 63	9 23	17.7
10	Laundry, Soap and Cleaning.....	230 98	2 08	4.	272 57	2 36	4.5
11	Furniture and Furnishings.....	463 58	4 17	8.	629 02	5 42	10.4
12	Farm and Garden — Feed and Fodder.	655 18	5 90	9.4	588 79	5 07	9.7
13	Repairs and Alterations.....	1,105 38	9 90	19.	1,120 63	10 52	20.2
14	Advertising, Printing and Stationery, &c.....	526 13	4 74	9.	675 75	5 83	11.2
15	Books, Apparatus and Appliances.	782 04	7 04	13.5	1,762 55	15 19	29.2
16	Miscellaneous, unenumerated....	981 93	8 84	17.	1,279 85	11 03	21.2
17	Pupils' Sittings at Church.....	200	1 80	3.5	200	1 72	3.3
18	Rent of Hydrants.	160	1 44	2.6	160	1 38	2.6
19	Water Supply.....	301 42	2 71	5.2	326 87	2 82	5.4
20	Salaries and Wages.....	18,248 63	164 40	316.1	20,688 88	178 16	342.6
21	Repairs to Buildings, &c.....	1,236 68	11 14	21.4	910 35	7 79	14.9
		34,617 22	316 86	599.7	39,027 14	336 44	644.

30 September, 1908. Certified correct. W. N. Hossie, Bursar.

APPENDIX J.—REPORT OF THE SUPERINTENDENT OF THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB.

Minister of the Government in Charge.
Hon. Dr. R. A. Pyne.

Officers of the Institution.

C. B. Coughlin, M.D. ..... *Superintendent.*
Wm. Cochrane ..... *Bursar.*
W. W. Boyce, M.D. ..... *Physician.*
Miss M. Ross ..... *Matron.*

Teachers.

Manual.

D. R. Coleman, M.A. (Head Teacher.)
J. C. Balis, B.A.
W. J. Campbell.
Geo. F. Stewart.
H. L. Ingram.
Mrs. J. G. Terrill.
" J. C. Balis.
Miss M. Bull.
" Ada James.
" S. Templeton.
" G. Linn.

Oral.

Thos. Rodwell.
Miss A. Burke.
" Lora Hunter.
" M. Evoy.
" S. McArdle.

Articulation.
Miss Florence Cross.

Domestic Science.
Miss H. Gowsell.

Fancy Work.
Miss Mary Bull.

Manual Training.
Thos. Rodwell.
H. L. Ingram.

Miss A. G. Chisholm ..... *Clerk.*
Wm. Nurse ..... *Storekeeper and Assistant Supervisor.*
W. Minns ..... *Supervisor of Boys.*
Miss M. Dempsey ..... *Instructress in Sewing and Supervisor of Girls.*
Miss F. E. Bates ..... *Trained Nurse and Instructor in Home Nursing.*
J. T. Burns ..... *Instructor in Printing.*
Alex. Morrice ..... " *Shoemaking.*
J. Boyd ..... " *Baking.*
J. Dowrie ..... " *Carpentering.*
C. J. Peppin ..... *Engineer.*
H. Nugent ..... *Farmer and Instructor in Farming.*

A snap-shot in the daisies.

A snap-shot in the daisies.

BELLEVILLE, September 30, 1908.

Hon. R. A. PYNE, LL.D., M.D.,
Minister of Education, Toronto, Ont.

SIR,—I have the honour of presenting to you the thirty-eighth Annual Report of the Ontario Institution for the Deaf and Dumb, and it is a pleasure to be able to state that the year just closed has been, in nearly every respect, a pleasant and successful one.

The attendance during the past twelve months has been greater than that of the previous year and the tendency seems to be to increase rather than diminish, and we have reason to believe that in a few years it will be greater than it has ever been in the past. This is due to various causes, most of which will be continuously operative. The most gratifying of these is the awakening of most parents to their duty to their children and to the necessity and importance of having them obtain the best possible education. Another reason for the larger attendance is the increased population of the Province; and as the ratio of deaf to hearing people seems to remain practically uniform, it follows that the number of deaf children for whose education provision must be made will increase in direct proportion to the increase in population. Then the extension of the length of the school course will result in a considerably larger attendance. If the average length of time that the pupils remain at the Institution is increased from eight to ten years—and this is less than it should be—the effect will be to materially increase the average attendance. This change—and it is one that should be put into effect at once if we are to do work at all commensurate with that of the other public schools of the Province, or that will compare favorably with that of other schools for the deaf—brings us at once face to face with a difficulty that must be surmounted before any further progress can be made. I refer to the lack of accommodation. The present buildings are very inadequate for even our present needs. Some of our dormitories are crowded much beyond their healthful capacity, while our classes are scattered in three different buildings, some of them in make-shift rooms, quite unfit for class-room purposes; and even of these we seem to have reached our utmost limit. I was pleased to note that in your last report the need is recognized for increased accommodation here if the Institution is to meet our ever-increasing demands and to be maintained at the highest standard of efficiency. This year, despite the increase in our staff, some of our classes are crowded to an extent that absolutely prevents the best possible work being done. On account of the individual attention each pupil requires it is universally recognized among educators of the deaf that fourteen is the maximum number that should be in a manually taught class, and the best American schools have only twelve. At the present time several of our classes have from seventeen to twenty pupils each, while the average for the manual classes is 17. Then again it is the accepted policy of the Institution that the proportion of pupils that will be taught by the oral method shall increase each year, and as twelve is the outside limit of pupils that can be successfully taught in an oral class—ten is the usual and proper number, while many schools have less—it will be seen that from this cause alone a greater number of teachers and class-rooms will be necessary each succeeding year; and if the school term is lengthened, with its resultant increase in attendance, and if the anticipated increase from other causes is realized, this need for more room will become even more pressing and imperative. Moreover the necessity for properly equipped gymnasiums and for reading and recreation rooms for the pupils, is very urgent, any provision whatever for these being at present impossible.

I would, therefore, respectfully recommend that steps be taken at the earliest possible date to provide the required accommodation for additional class-rooms and for the other purposes referred to above, by the erection of a new school building or by such other means as you in your wisdom may devise and that may be consistent with the best welfare of our pupils and the requirements of the public service.

The average number of pupils in attendance last year was 247 as compared with 228 in 1906-7, 214 in 1905-6, and 224 in 1904-5. The enrolment this year will total about 260.

Compulsory Attendance.

I would like to call your attention to the need of some provision being made for compelling the attendance at school of all deaf children of school age, some doubt seeming to exist as to whether or not the present truancy and compulsory attendance laws apply to an Institution such as this. As a result of careful enquiries an unexpectedly large number of deaf children of school age was found who are not attending school and never have done so. This was due, in some cases, to ignorance of the existence of the Institution or to a mistaken idea as to its object and character; in others to mere parental neglect, or indifference to the welfare of the children, while, as the reverse of this, some parents were found who, from sentimental reasons, refused to part temporarily with their children even for their own good. While not wishing to belittle the strength and fervour of parental affection, or to invade the proper sphere of parental authority, yet I respectfully submit that both of these considerations should give place to that which is conducive to the welfare of the child and to the best interests of the community. The principle of compulsory attendance has long been recognized in the Ontario Public Schools Act, and meets with the hearty and unanimous approval of the public, and if such a law is necessary and beneficial for hearing children it is very much more so for the deaf. Similar laws, applicable to the deaf, are in force in Great Britain, France, Germany and other countries in Europe, in nearly all the States of the Union and in Manitoba; and I would suggest that a similar and specific enactment with adequate provision for its enforcement, be placed upon the statute book of this Province.

Status of the Uneducated Deaf.

The following editorial article in *The Canadian Mute*—which has been reproduced and endorsed by nearly all papers for the deaf in the United States—depicts in vivid, but not exaggerated language, the inevitable and deplorable condition of the uneducated deaf:—

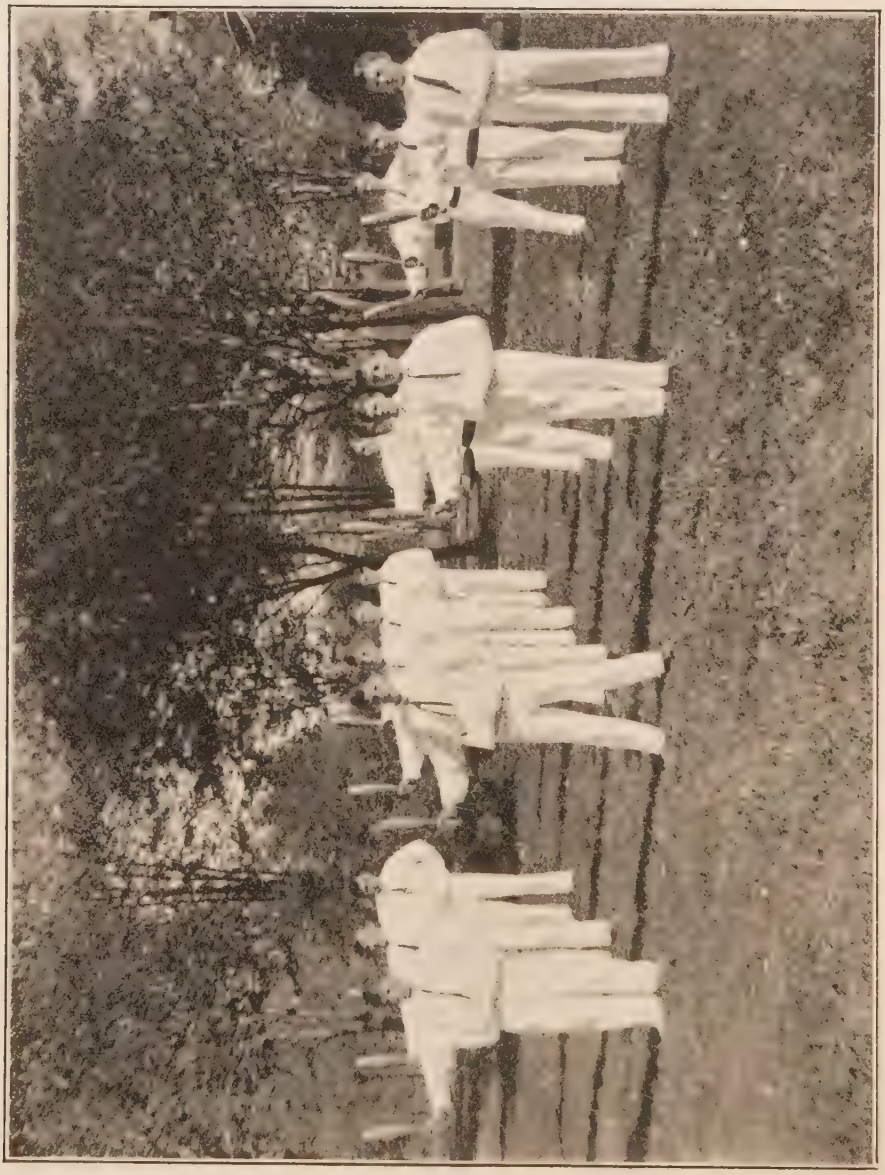
"Perhaps if parents, and all others upon whom rests any degree of responsibility relative to this matter, had any adequate conception of the vast difference between the status of an uneducated deaf person and that of an uneducated hearing person, all neglect and indifference would give place to an intense solicitude and they would be begging for the admission of their children instead of having to be urged to do their duty in this regard.

"An uneducated hearing man, if of average natural intelligence, readily acquires a very considerable vocabulary, he easily, and without any effort on his part, or any special instruction on the part of others, learns the names and characteristics of every object that comes within his observation, is able to express his thoughts freely and intelligibly, and by means of converse with others he has a pretty thorough knowledge of all matters that pertain to his own immediate interests; and though he may not be able to

read a word he can, through others, ascertain in a general way what is transpiring throughout the world, and can hold constant and intelligent converse with his friends and others with whom he may come in contact. He can take part in the various activities of life, can discharge in a creditable manner all the duties and responsibilities devolving upon him, and may even rise to positions of trust and honour, and, despite his limitations, may thoroughly enjoy life in nearly all its phases. His moral nature also may be developed, his religious convictions may be deep, sincere and accurate, and he is quite capable of understanding and performing his duty to God and to man.

"Vastly different from this is the lot of an uneducated deaf man. With but few exceptions he lives in a state of blank impenetrable ignorance, and awful isolation. His want of knowledge is not merely comparative but practically absolute. He does not know the names of the commonest objects of every day use, and his knowledge of what goes on round about him is limited to what he actually sees with his own eyes, since he cannot receive ideas or information from others nor convey ideas or wishes to them except his commonest wants which he may express in pantomime. Unable to hold converse with others on account of his entire lack of language, he lives a life of loneliness quite inconceivable to hearing people. Of the general events transpiring throughout the world he must remain in absolute ignorance, since he cannot read and possesses no language which he can communicate with his friends. The whole of Europe might be deluged with blood, or half of the inhabitants of the earth destroyed by pestilence or earthquake or famine, and he would know nothing of it, for there is no way in which any ideas foreign to his own experience can be conveyed to him. And while he may not be immoral in practice he is to a large extent quite unmoral, since he can have but very limited apprehension of the concepts of right and wrong; and he can know nothing of the existence of a God or of a hereafter, nor even that he has a soul; nothing of religious thought or sentiment, except such faint intuitive ideas on such matters as may be inherent in mankind. To him life is an unsolvable enigma, and death a dread and fathomless mystery. And so he lives his blank joyless existence, never hearing the sweet sounds of human speech, never knowing the delight of communion of friend with friend, never feeling within him the pulsations of an awakening and developing intelligence, never realizing the comfort of consonant human sympathy nor the consolations afforded by religion; and at the end he passes through the gates of death with no conception of what it means, and no hope or knowledge of aught beyond."

An existence such as this is terrible to contemplate, sad and pathetic beyond the possibility of description or even conception; yet it is to such an existence every deaf child is condemned whose parents refuse or neglect to send him to school, or for whose education adequate facilities are not provided. And not only so, but in addition to this it is almost impossible for an uneducated deaf person to earn a competent livelihood, and nearly all such have to depend upon the community or upon their friends for support. When a parent refuses to part with his child, even for its own good, he betrays a weakness of character and a lack of foresight that is truly deplorable. It is not chiefly of his child that he is thinking, but of himself, and what he regards as an absorbing affection is merely a weak and selfish disinclination to deprive himself of the personal gratification of his child's companionship. The parent who truly loves his child will look only to its ultimate good, to this end sacrificing all personal considerations. That, surely, is a poor kind of affection which prompts a parent to condemn his child to a life of ignorance and misery rather than endure the pain of a



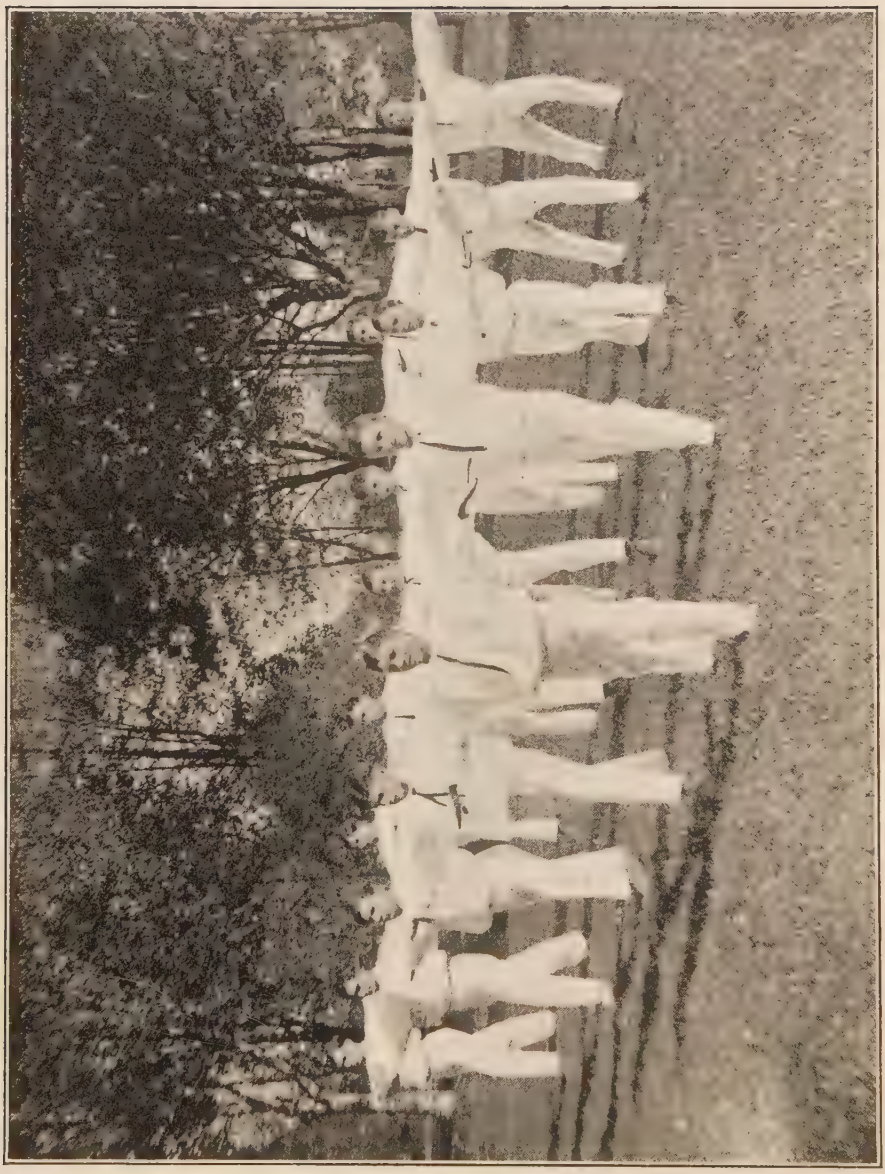
Boys' Physical Culture Class (Senior).

temporary separation. In a few years these boys and girls will become men and women and their chance of an education will be gone forever and at any time these parents may be cut off, and their children, in all their ignorance and helplessness, left to become burdens to society and to themselves. I am free to say that most of the parents who hitherto had been neglectful in this regard, were amenable to our representations and sent their children to the Institution, but there are still a few delinquent ones with whom stronger measures may be needed. Then aside from the result to the child itself of allowing it to grow up in ignorance, the effect of this upon the community at large is an aspect of the question in which every citizen is interested, and this brings it within the sphere of legitimate Government action. An uneducated deaf person, in addition to being cut off from the chance of earning a good living and being condemned to a life devoid of all rational enjoyment, is almost sure to become at some time a charge upon the public, while, with scarcely an exception, every educated one is earning a competency and is thus adding to the wealth and prosperity of the community. As a matter of self-interest and self-protection, therefore, as well as in justice to the child, the State should insist on ensuring to every deaf child its right to an education.

Health of the Pupils.

The health of the pupils during the last session was very satisfactory, as will be seen from the Attending Physician's Report, appended hereto. I am pleased to note a decided and continuous improvement in the physique and healthy appearance of the pupils, due largely, no doubt, to their regular physical drill and out-door exercises, in the former of which they take a good deal of pleasure and pride.

Just previous to the close of school last June our physical culture classes were asked to assist at an entertainment in Belleville given in the interests of the general hospital in that city, and the following excerpts from the city papers indicate how this new departure is regarded by the public. *The Intelligencer* of June 16th says:—"Last evening we expressed our hearty appreciation of the exhibition of physical drill given on Saturday afternoon by the pupils of the Institution. All present greatly admired the grace and precision of the club-swinging movements, some of which were very difficult. This thorough and systematic physical culture is a new feature of the work at the Institution, and has worked wonders in improving the health, physique and bearing of the pupils. Those participating at the opera house presented a handsome appearance and well deserved the warm encomiums passed upon them." Referring to the same occasion *The Ontario* says:—"This is a new feature in the work of the Institution which is worthy of the warmest commendation. The boys and girls take the greatest interest in it, even the baby of the Institution going through the most intricate movements with wonderful skill and precision; and the result has been a great improvement in the physique and carriage of the pupils. The girls in their cream and crimson costumes and the boys in their natty white uniforms, present a very attractive appearance and the Superintendent and staff at the Institution are to be congratulated on the result of this new departure." But the gratifying physical effects of the drill are not the only beneficial results that have followed. Good bodily health and physical stamina are absolutely essential to the best mental effort and to satisfactory intellectual progress and development; and the good effects of these regular and systematic exercises are very apparent in the greater amount and better quality of work accomplished in the class-room. More-



Boys' Physical Culture Class (Senior).

over these physical exercises have a direct educative effect on the pupils by inculcating habits of attention, promptness and obedience, and cannot fail to produce greater alertness of mind and a higher quality of moral stamina, as well as increased bodily activity.

Change in School Hours.

After very careful consideration and consultation a somewhat radical change has been made in the hours allotted to the academic and industrial departments of the Institution respectively. Heretofore the same general arrangement of school hours have prevailed as exist in the public schools, the work in the shops being carried on before school in the morning and after school in the afternoon; but this division of the time devoted to the industrial instruction into two parts had never proved very satisfactory. Under the new arrangement the forenoons are devoted entirely to class-room work and the afternoons to the special classes and to the industrial departments. By this change much better results are being attained in the shops, while the length of time allotted to regular class-room work is practically the same as before. The teachers in the academic department report favorably of the change. The continuous session does not seem to produce any ill physical effects while on the whole better work is done by the pupils, who also prefer the present system. There is also another marked advantage in the new arrangement. Formerly the work of the regular classes was seriously interfered with by pupils going out to the articulation and domestic science classes and for other purposes. Now, a large part of such work is done in the afternoon, so that most of the classes are left intact throughout the whole school session. Taken as a whole, the new arrangement seems to be a decided improvement on the old, and it will likely be a permanent one. I might add that this system of devoting the whole forenoon to the academic work and the afternoon to the industrial has been adopted by nearly all the American schools for the deaf, and everywhere with satisfactory results.

Extension of Oral Work.

Thanks to the generosity of the Ontario Government and to your personal appreciation of the importance of our work and the interest you have manifested therein, we have been able to make a considerable increase in the extent of our oral work Our first oral class was organized in the 1906-7 session Last term we had three oral classes and now have five. There were three teachers here in training during a part of last term and they took charge of oral classes this fall and are all doing good work. One of our articulation teachers and one oral teacher retired at the close of last session, so the number of teachers on our staff was thus increased by one. However, so many more new pupils have arrived than were expected that it is quite impossible to accommodate them in the present classes, so, in accordance with the permission you have so kindly granted, two additional teachers have been engaged who will begin their duties about the middle of November. This will relieve the congestion in the primary department, but some of the intermediate classes still contain a considerably greater number of pupils than there should be if the most efficient possible work is to be done. All of our new teachers hold second class normal certificates and have had a successful experience in public school work, and no doubt will prove valuable additions to our staff.

Girls' Physical Culture Class (Senior).

During the summer vacation three of our teachers took advantage of the opportunity so generously provided by your Department and attended the four weeks summer school course at Guelph Agricultural College, while two of them also took a special course in oralism at the Northampton School for the Deaf, Northampton, Mass.

The Title of our Institution.

At the Convention of the Ontario Association of the Deaf, held in Toronto last summer, a resolution was adopted requesting that the name of the Institution to be changed to "The Ontario Institution for the Deaf," and that the words "dumb" and "mute" be eliminated from all official references to the deaf; and I most heartily commend this resolution to your favourable consideration. More and more every year the deaf are aspiring to remove, as far as possible, all distinction between themselves and hearing people, and to be regarded as equal and worthy competitors in all fields of industry and enterprise where deafness is not absolutely prohibitive. The words above referred to are objectionable for the reason that they are not a correct designation of the deaf, many of whom, though they cannot hear are able to speak; and the relative numbers of these will increase every year as the oral system of instruction comes more and more in vogue in our Institution. Then again these words convey a wrong impression regarding the physical defects of the class. Many people think a mute or dumb person has some defect of the vocal organs which renders speech impossible. This is entirely an error. The organs of speech in the deaf child are as perfect as in the hearing, and the only reason that they do not speak is that they do not know how. The hearing child learns to speak by hearing and imitating older people. Their inability to do this is the only reason deaf children cannot talk. For these reasons both the words "mute" and "dumb" are objectionable: but to the deaf the word "dumb" is especially obnoxious because, in the form of "dummy," it is so frequently used as a term of disparagement, often bearing the implication of mental deficiency; and the use of the word should be discouraged to as great an extent as possible.

Repairs and Improvements.

A considerable amount of repairs and improvements have been made during the summer vacation. Chief among these was the erection of a large greenhouse. The old conservatory had become very dilapidated and was moreover quite inadequate to our needs. The new structure will enable us to secure much better results from our garden and farm and to beautify our grounds to a much greater extent than heretofore. In addition to this, much needed repairs were made to the residences of the bursar, engineer and night-watchman, and to the outside of the main building. Besides the above such minor repairs in all parts of the buildings as were necessary have been made.

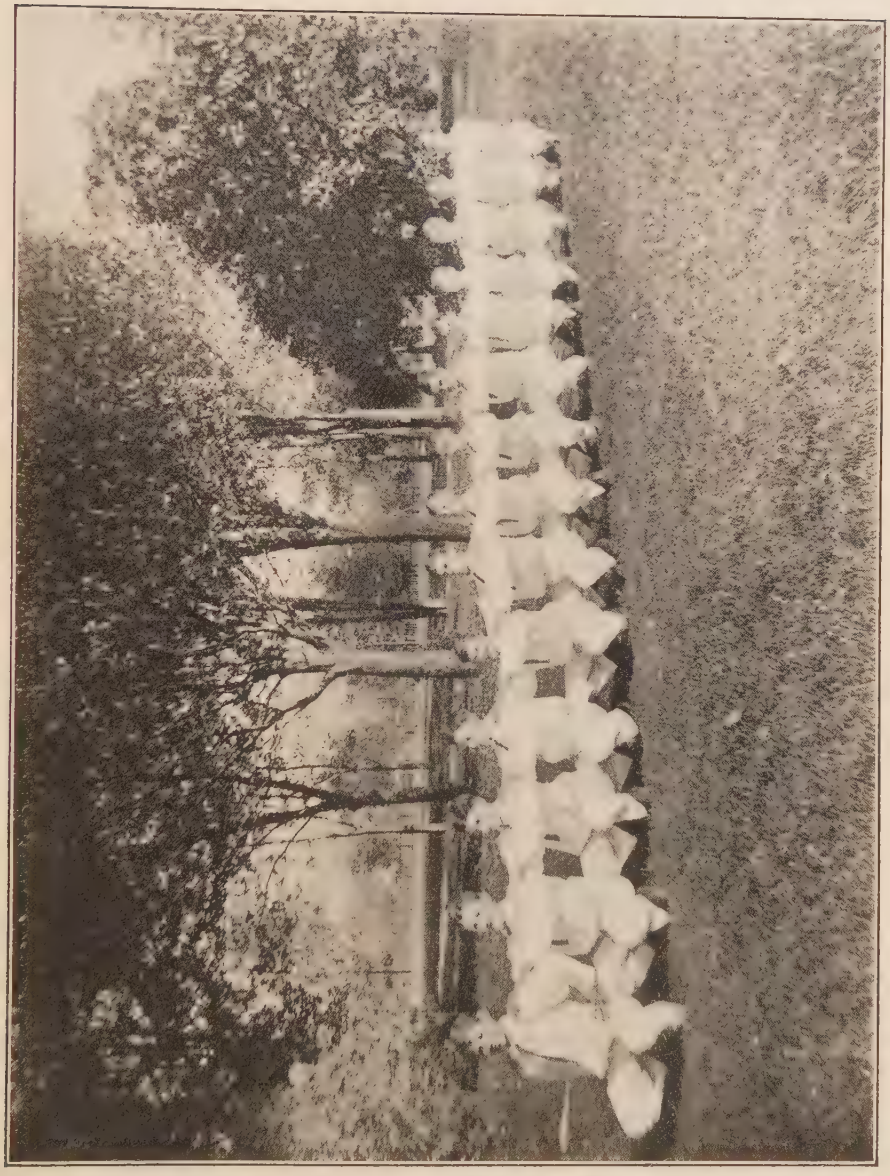
Convention of the Deaf.

The Eleventh Biennial Convention of the Ontario Association of the Deaf was held in Convocation Hall, Toronto, June 20th to 25th, and was a very interesting and successful event. The beautiful and commodious hall was admirably adapted for the purpose, and all present, which included about 250 people from all parts of Ontario, thoroughly enjoyed themselves. The object of the Association, as defined in its constitution, is, "to bring

together all deaf-mutes of suitable age and intelligence at appointed meetings; to afford opportunity for consultation on all matters of interest to them, and otherwise endeavor to devise means for the promotion of the moral and intellectual well-being of those concerned." But even above these, this biennial convention affords an opportunity to renew old acquaintances—in fact, as nearly all the members of the Association were formerly pupils of this Institution, these gatherings are practically an alumni meeting of our graduates. These are now scattered to all parts of the Province and, except in large cities, have few opportunities for meeting with other deaf people with whom only they can hold free and sympathetic intercourse. It will readily be seen, therefore, that they derive an amount of pleasure from these conventions almost beyond the conception of hearing people who are not, as many of these are, so largely isolated from their fellows. But while social intercourse was the chief attraction to a majority of those present, several sessions were held at which topics of special interest to the deaf were discussed, and all the proceedings were conducted in a business-like manner and with a facility and dignity quite equal to that of the best class of conventions of hearing people. On Sunday religious services were held which were greatly appreciated by all present, many of whom seldom have the privilege of attending service conducted in their own familiar language. A strong expression was given both by formal resolution and in discussion of the desire of the deaf that the words "dumb" and "mute" should be eliminated from all official reference to them, and themselves set the example by changing the name of their Association in accordance with the views expressed relative to this matter. Gratitude was expressed to the Minister of Education and to the authorities of the Institution for the adoption of the public school curriculum at the Institution, and the inception of a movement in the direction of the higher education of the deaf, which they hoped would continue till the work accomplished at the Institution at least equalled that of the public schools of the Province. A good illustration of the possibilities of the deaf in this regard is Mr. John T. Shilton, the President of the Association. Though deaf, he entered the High School at Fergus two or three years after leaving the Institution, passed his matriculation examination and is now in his fourth year at Victoria University and expects to gain his degree next year.

Visitors at the Institution.

Among the many visitors and groups of visitors that we had the pleasure of welcoming to our Institution during the present session, there was one that is worthy of special notice. At the semi-annual convention of the Prince Edward County Teachers' Association it was decided to devote one day to visiting this Institution and the other public schools of Belleville. The visitors, of whom there were nearly ninety, spent about two hours at the Institution, seeing as much of our work as was possible in that brief time. It is scarcely necessary to say all of them took a keen interest in everything they saw, and, because of their professional training and experience, were better able than most other visitors to judge of the quality of our work and of the results attained. Visits such as these are greatly to be desired and should be encouraged in every possible way, as a better knowledge can thus be obtained of our Institution and its work than would be otherwise possible. This knowledge will be thoroughly disseminated throughout the whole county and will stimulate all these teachers to search out any deaf children not now attending school and to use all their efforts to have them sent here. On their return home we received a letter from Mr.



Boys' Physical Culture Class (Senior).

Chas. Tully, Secretary of the Association, and also one from Mr. Robt. Dobson, B.A., Principal of Picton High School, in which they expressed their estimate of what they saw during their visit here. These letters I append, not from any vain-glorious desire to hear our praises sounded, but because there are yet many people—including some parents of deaf children—who have no proper conception of the nature of our Institution and the character of the work we do here; and it is well that the results of the observations of impartial and competent visitors should be circulated as widely as possible for the sake of their influence on any parents who may be hesitating about sending their children here. Mr. Tully's letter is as follows:—

C. B. Coughlin, Esq., M.D.,

Superintendent Institution for the Deaf, Belleville.

Dear Sir,—The teachers of Prince Edward desire to convey to you their sincere appreciation of the very kindly reception and hearty hospitality tendered them on the occasion of their visit to your Institution last Friday. The day will long be remembered as one of the brightest and most inspiring in the experience of our Association. We feel that nothing we can say will adequately express our sympathetic appreciation of the great and noble work which you, our fellow-teachers, are doing for the children of Ontario committed to your care. We will ever be ready to assist you in any way that lies within our power.

Yours very sincerely,

Sgd. Chas Tully, *Secretary.*

Mr. Dobson wrote as follows:—

Editor Canadian Mute.

Dear Sir,—A recent visit in company with some eighty other teachers from this town and county to the Deaf and Dumb Institution at Belleville, seems to me to be worthy of more than passing notice. To be ushered into a spacious edifice, attended by over 250 pupils, and officered by a competent staff of teachers might, under any circumstances, be a matter of interest, but to find the pupils all under the same deep affliction trying to grope their way to some means of expressing their inward impressions, was like a revelation. I was much pleased with the manifest order, the evidence of system, and the excellence of management in every detail of the establishment. The cleanliness and tidiness of the children, the watchfulness and care of the teachers and the astonishing results of their work, evoked the surprise of every visitor. It was felt on every hand that this was a great and beneficent enterprise worthy of the unstinted patronage of the Government and calculated to bring into usefulness and enjoyment many a life that would otherwise be plunged in continued hopeless gloom. Little children were rapidly acquiring the sign language, and reading from the motion of their teacher's lips what they were saying. Their accurate spelling and neat writing were wonderful. But the most surprising thing was that these mutes should be made to speak in articulate language, often with the clearest expression. Though the latter function in some cases may only be accomplished with varying degree of success, still it is something to have given them even to a partial extent the exercise of an added faculty. We went through the dormitories and found them models of order and cleanliness and we passed into the dining-room where all the boys and girls were at their dinner. The menu seemed in keeping with everything else and

every face seemed happy and bright. The club exercises of the girls and the athletic work of the boys were as good as will be seen in any public Institution. We had not time to visit the Manual Training Department.

We withdrew from the establishment with the feeling that we had learned much of one side of life, and with thankfulness to know that so much is being done by competent instructors to meet the intellectual wants of this mute and solitary class of people.

It must be a source of gratification on the part of parents who have children in this Institution, to realize they are being well looked after and that no effort is spared to turn them into good and useful citizens.

I wish, in conclusion, to express my thanks to Dr. Coughlin the Principal of the Institute, for his kindness and urbanity during every part of this delightful visit. He seems to be the right man in the right place, and to be sustained by the zealous efforts of a competent and successful corps of teachers.

I have the honour to be,

Yours, etc.,

Sgd. Robt. Dobson, *Principal.*

The Expenditure.

The total expenditure this year shows a small increase over that of last year, owing to various causes, chief among these being an increase in our attendance and in our staff. Then, the contract price for some of our supplies is greater than that of last year. We are paying $1.05 more per cwt. for our meat, $1.05 more per barrel for flour and 3c. more per lb. for butter. Then the severity of the weather last winter necessitated the consumption of over 100 tons of coal above the amount used the previous season, and the practical non-production of our farm, owing to the peculiarities of our land and the unfavorable weather conditions, resulted in a considerably increased outlay for feed and fodder. As explained in my last report, the land on our farm is composed of a clay loam on a bed rock lying only a few feet below the surface, so that the excessive rains of April and May and the almost unbroken drought of the three following months were equally detrimental. Despite these many increases, however, in our aggregate outlay, I am pleased to say that our per capita expenditure shows a material decrease, having been only $209.77 per pupil as compared with $218.46, $223.88 and $229.61 for each of the three preceding years respectively. This does not imply any decrease in the sufficiency of our supplies, for the amount of food each pupil received is limited only by its appetite while there has been a steady improvement in the quality of food supplies.

The report of Mr. H. J. Clarke, B.A., the Official Inspector for the year, is appended hereto. Mr. Clarke, previous to making his official inspection, frequently visited our classes and familiarized himself as much as possible with the work. His inspection was most thorough and his report will be of corresponding value.

In conclusion, I wish to thank you and also the officers of your department for the sincere and sympathetic interest manifested in the work of the Institution during the year.

I have the honour to be,

Sir,

Your obedient servant,

C. B. Coughlin,

Superintendent.

Girls' Physical Culture Class (Senior).

PHYSICIAN'S REPORT.

Hon. Dr. Pyne,
Minister of Education, Toronto.

Sir,—It is with much pleasure that I am able to report on the condition of health of the pupils and others connected with the Institution during the past year.

The opening of every session is fraught with some anxiety because of the dangers of some infectious disease breaking out among the children. In this regard we have been very fortunate in escaping anything of importance. During the early part of the year smallpox prevailed to a considerable extent throughout the Province, and this locality did not escape. As a preventative measure it was thought best to have the pupils vaccinated. In all ninety-three were inoculated, and all but two developed the characteristic vaccine pustule. The classes were not interfered with as only one child was for a short time unable to attend class. Those not vaccinated had a well defined scar, and gave a history of recent vaccination. We had no smallpox. The staff and attendants were also vaccinated. In February we had a number of cases of la grippe, but the epidemic was not as severe, and of shorter duration than the previous years.

Digestive disorders are the prevailing complaints, but there has been a marked improvement during the past year. Indisposition, colds, coughs, sore throats, ear troubles, etc., we have had about the ordinary, none of severe nature, but requiring care, treatment and confinement to the dormitory for a few days. A few cases of minor accidents occurred on the play grounds, none of a serious nature. With the exception of a number of cases of ordinary colds the school closed with the students in excellent health.

The food supplies have been procured with due regard to quality and variety, and have given satisfaction. The milk from the Institution herd, also that procured by contract, has been subjected to inspection and analysis on several occasions and found satisfactory; the percentage of butter fat never less than 4½ per cent.

I have the honour to be,
Sir,
Your obedient servant,
W. W. Boyce, M.B.

Belleville, Ontario,
October 1st, 1908.

The Hon. R. A. Pyne, M.D., LL.D.,
Minister of Education for Ontario, Toronto.

Sir,—I have the honour to present my report as the Literary Examiner for the year 1908, at the Institution for the Deaf and Dumb, Belleville.

After receiving your appointment in February, I visited the Institution early in March and again in May, for the purpose of familiarizing myself as far as possible with the work in the Institution. During these visits I was privileged to visit several of the classes and to see the teachers at their regular work of teaching and I am therefore much better able to judge of the work being done here, than I could have been had I confined my attention to an official visit at the close of the term. During the first two weeks of June I made my official visit, and I wish to say that whenever I visited

I was invited by the Superintendent and staff to make a personal examination of the pupils, and every opportunity was offered me to test the thoroughness of the work. I have found that it is during the actual teaching lessons that the difficulties encountered in teaching the deaf, are seen. Any one not familiar with this work, would be unable to form any definite idea as to the limitations in language in these less favored children. What a hearing child brings with him to school in the way of language takes years to impart to these children. They have a language, it is true, of their own, the natural signs, but signs do not express words, but ideas; and furnishing a language of words to express these ideas is a slow and laborious process, requiring the utmost patience and skill on the part of the teacher.

The literary work is in the hands of sixteen teachers who have been specially trained for this work, and who are experienced teachers of the deaf. Of these, two are engaged in articulation work with pupils capable of this training, drawn from the more advanced manual classes. This class of work has been carried on for some time and while the results are remarkable, for in these classes several pupils recited selections for me, still the time available for each class is far too short for the best results, and at the same time it must seriously interfere with the work in the manual classes, where a few pupils leave, as they have to do, to take this training while the remainder are receiving instruction from the regular manual teachers. Then, there are three teachers engaged with purely oral work with as many classes, composed of pupils who, on entering, were found on examination to be capable of this system of training. These classes, or rather the senior of these, has been in existence here for the past two years, and the results are highly satisfactory. The remaining eleven teachers are engaged in classes taught by the manual system, and in many of these the pupils, who are able, are required to speak as much as possible. And just here I would say that since from the very nature of things the instruction is, to a large extent, individual, I consider the classes in almost every case too large, but this overcrowding will be partially relieved next session by the addition to the staff of three young ladies who have been successful public school teachers, and have had the benefit of Normal School training. They have been here as teachers-in-training since March and give promise of becoming efficient teachers of the deaf.

The present curriculum is based on the Public School Course of Study with some necessary modifications. It has been in use for this year only but is approved by the staff in almost all points, and when the committee of teachers having the matter in charge, have made the few changes which experience has shown to be desirable, the results will be even more satisfactory. Compared with similar Institutions, the course here has been found too short, and the extension of the course by from two to five years would materially increase the efficiency of an Institution that is already doing most excellent work for the deaf of this Province.

The staff are all thoroughly trained and experienced teachers in this work, and have been frequently complimented for the excellence of their work by those capable of judging, so that it is, perhaps, not necessary for me to repeat what has been said before, but I consider it merely a matter of justice to say that, in my opinion, a more conscientious, earnest, and painstaking staff would be difficult to find. Each and every teacher takes a deep personal interest in his or her pupils and in the Institution as a whole, and there is the most kindly feeling of confidence and mutual respect between the Superintendent and his staff, while the degree of proficiency attained by the pupils, as evinced by the results of the written examinations, was a perfect surprise to me.

Other Departments.—While perhaps my duties ended with the literary classes, still I took the opportunity of visiting the other Departments of the Institution and everywhere I found the perfection of good order, and everything scrupulously clean.

In the Domestic Science Department where some fifty girls receive instruction, I had proof positive, in an excellent dinner, prepared and served by the girls, that in this Institution Domestic Science has passed beyond the experimental stage and has taken its place as an integral part of the system. Here, too, I was shown samples of needlework (darning, patching, etc.,) done by the boys, and the skill exhibited would be very creditable to a class of girls of the same age.

The hospital is in charge of a trained nurse and it is a matter for congratulation that there has been very little use for the hospital, as such, this year, the cases of serious illness being very few, owing to the excellent system of domestic arrangements throughout the Institution. Here several of the older girls are receiving a training in home-nursing and from the demonstration made for me, I have reason to know that their training is thorough and of a nature to be very useful to them when they leave the Institution and take their places in the world.

In the Dressmaking Department all girls old enough are receiving instruction that will be useful in any home. They are given a thorough course in sewing of all kinds and in fitting, so that those who stay to complete the course are in a position, if need be, to make a living for themselves in this way. I was shown several samples of work done by the girls and it was very creditable indeed.

In addition to the above the girls receive instruction in every other department of household duties, and their life here is as near home-life as it would be possible to get it.

The Industrial training for the boys is taken up on the farm, in the printing office, in the shoe-shop, and in the carpenter shop, in addition to the classes in manual training which are confined to work in wood. In all these shops good work is being done. But of all the pursuits open to the deaf, farming, in some of its many branches, seems to be the best suited. Here the dangers, incident to lack of hearing, are reduced to the minimum and the returns for labour intelligently bestowed are reasonably sure. If something on the line of the Agricultural High School could be introduced here, I consider that it would be a great boon to these pupils. And further, as the newly appointed Inspector for South Hastings, I know that the schools in this district are not doing anything in the way of elementary agriculture, and a Model Farm at this Institution would be an object lesson for Eastern Ontario as well as furnishing a very desirable addition to this Institution.

Drill and Calisthenics.—The girls gave an exhibition of club-swinging, and the boys, of club-swinging and physical drill and it is not flattery to say that few schools, if any, could surpass what I saw, and the excellent physique of so many of these students is, in a large measure, due to the systematic training in this department. Another pleasing incident in this connection took place in the afternoon of the first day of my visit. The pupils were massed on the lawn and the ceremony of "Saluting the Flag" was carried out with military precision. I have no doubt that the perfect discipline manifest throughout the Institution is largely due to this Physical Culture. Before leaving this part of my report, permit me to say that a gymnasium seems to be almost a necessity. At present the only play-room for the boys in inclement weather is the basement with very low ceiling

and no ventilation (in fact there is no ventilation in this building except the windows), and the Physical Culture is taken in the study rooms, which should not be.

I wish, also, to refer to the Fire Drill. While I did not witness this, I am informed by members of the staff that the alarm has been given in the dead of night, when all were asleep, and that the building was practically cleared in five minutes. Such being the case there appears to be little danger of serious consequences in the event of a fire occurring here.

Suggestions.—While I am aware that I was not instructed to make recommendations, still my observations lead me to venture a suggestion or two.

1st. As I have already said, I consider that smaller classes are necessary for the best results.

2nd. In some cases the equipment is not of the best and I consider that, as a public institution, this school should be equipped with the most approved apparatus in the way of desks, maps, appliances for teaching the weights and measures, the mensuration forms and geometric solids, etc., as a model public school.

3rd. More school-room accommodation is needed. At present two classes are meeting in the hospital, and two others are being held in a small building separated from the main building, and further, there is no means of ventilating this present building except by the windows.

Conclusion.—My visit here has been a very pleasant one and to me very instructive, for previous to this I have had to deal only with hearing children. My duties as Examiner have been much lightened by the kindness and frankness of all with whom I came in contact, and while I know that in a report of this kind it is not wise to individualize, still I cannot close this somewhat lengthy report without expressing publicly my sincere thanks to the genial Superintendent for his many acts of thoughtfulness during my official visit. He has brought to this Institution, in addition to his educational experience, his professional knowledge as a physician, and the two make a happy combination. I fully believe that the new features which he has in contemplation, as well as those he has already introduced, will add materially to the usefulness of this Institution. I have not included the marks obtained by the several students on the written examinations, but these can be furnished should you desire them.

All of which is respectfully submitted.

I have the honour to be,
Sir,
Your obedient servant,

H. J. Clarke,
Literary Examiner.

Belleville, Ontario,
June 12, 1908.

In the Greenhouse.

In the Garden.

NUMBER OF PUPILS IN ATTENDANCE EACH OFFICIAL YEAR SINCE THE OPENING OF THE INSTITUTION.

	Male.	Female.	Total.
From October 27th, 1870, to September 30th, 1871	64	36	100
" " 1st, 1871, " 1872	97	52	149
" " 1872, " 1873	130	63	193
" " 1873, " 1874	145	76	221
" " 1874, " 1875	155	83	238
" " 1875, " 1876	160	96	256
" " 1876, " 1877	167	104	271
" " 1877, " 1878	166	111	277
" " 1878, " 1879	164	105	269
" " 1879, " 1880	162	119	281
" " 1880, " 1881	164	132	296
" " 1881, " 1882	165	138	303
" " 1882, " 1883	158	135	293
" " 1883, " 1884	156	130	286
" " 1884, " 1885	168	116	284
" " 1885, " 1886	161	112	273
" " 1886, " 1887	151	113	254
" " 1887, " 1888	156	109	265
" " 1888, " 1889	153	121	274
" " 1889, " 1890	159	132	291
" " 1890, " 1891	166	130	296
" " 1891, " 1892	158	137	285
" " 1892, " 1893	162	136	298
" " 1893, " 1894	158	137	295
" " 1894, " 1895	160	135	295
" " 1895, " 1896	173	137	310
" " 1896, " 1897	164	128	292
" " 1897, " 1898	167	138	305
" " 1898, " 1899	161	132	294
" " 1899, " 1900	152	130	282
" " 1900, " 1901	157	143	300
" " 1901, " 1902	147	141	288
" " 1902, " 1903	140	143	283
" " 1903, " 1904	137	134	271
" " 1904, " 1905	130	138	268
" " 1905, " 1906	116	143	258
" " 1906, " 1907	126	145	271
" " 1907, " 1908	133	143	276

List of Pupils in the Ontario Institution for the Deaf and Dumb for the Year ending September 30th, 1908, with Post Office Addresses.

Counties.	P. O. Address.
Algoma:	
Barker, Belle	Sault Ste. Marie.
Dalgleish, Eliz.	Sault Ste. Marie.
Lauzon, Manesipe	Blezard Valley.
Parr, Jos. Hugh	West Korah.
Brant:	
Lloyd, Ruth	Brantford.
Lloyd, Howard	Brantford.
Mitchell, Geo. L.	Brantford.
Smith, W. R.	Onondaga.
Bruce:	
Atkinson, Gladys	Paisley.
Brown, Annie	Chesley.
Brown, Myrtle	Chesley.
Brown, John.	Chesley.
Gerolamy, Marie	Tara.
Green, Mary	Chesley.
Green, James	Chesley.
Komph, Spray	Kincardine.
Lorentz, Mary	Walkerton.
Schwalm, Mary	Mildmay.
Weiler, Diana	Mildmay.
McKee, Carl.	Pinkerton.
Carleton:	
Brigham, Tom	Ottawa.
Brigham, Molly	Ottawa.
Brigham, Rosa	Ottawa.
Delinelle, V	Ottawa.
Dallaire, Romeo	Ottawa,
Evoy, Jas.	Carp.
Gauvreau, T.	Ottawa.
Green, Minnie	Diamond.
Green, Thos.	Diamond.
Huband, Gerald	Ottawa.
Pallesteur, Louis	Ottawa.
Durham:	
Brooks, Effa	Solina.
McMillan, Jos	Newcastle.
Shackleton, Alf.	Burton.
Dufferin:	
Aldcorn, Barbara	Corbetton.
Granger, Martha	Honeywood.
Dundas:	
Ford, Chas.	Elma.
Ford, Clarice.	Elma.
Hoy, Gertie	Hallville.
Elgin:	
Carpenter, Lena	Rodney.
Caves, Jessie	St. Thomas.
Elgin—Continued.	
Gwalter, Harry	St. Thomas.
Hammond, Catherine.	St. Thomas.
Paul, Geo. Ed.	St. Thomas.
Shepley, May	Clachan.
Essex:	
Antaya, Jas.	Stony Point.
Bain, Olive	Windsor.
Bain, Josephine	Windsor.
Berthiaume, Marilda.	Tecumseh.
Berthiaume, Dorina	Tecumseh.
Berthiaume, Lionel	Tecumseh.
Greer, James	Comber.
Kerr, Avis	Elmstead.
Lucier, Tom.	McGregor.
Meloche, Ed.	Windsor.
Penprase, Ruth.	Elmstead.
Penprase, Alfred	Elmstead.
Petrimoulk, Geo.	Sandwich.
Swader, Earl	Windsor.
Walker, Achilles.	St. Joachim.
Watkins, Hazel.	Windsor.
Langlois, Louis	Windsor.
Frontenac:	
Barnett, Winnifred	Sydenham.
Walker, Lillian	Kingston.
Grey:	
Brown, Thomas H.	Markdale.
Brown, Alma.	Markdale.
Kindree, Earl	Owen Sound.
Scott, Wm.	Keldon.
Wilson, Janet.	Markdale.
Wilson, Elsie.	Markdale.
Glengarry:	
Gordon, Annie.	Bridge End.
Grenville:	
Swayne, Robt.	Oxford Mills.
Hastings:	
Baker, Gerald R.	Belleville.
Dunn, John.	Tweed.
Doughty, Mary	Eldorado.
Hough, Ethel.	Holloway.
Herman, Pearl.	Stirling.
Johnston, Mary E.	Belleville.
Ketcheson, Florence	Sidney Crossing.
Nelson, Ethel.	Belleville.
Edwards, Mary.	Boulter.
Hawes, Rosie	Deseronto.
Peacock, John	Rowland.
Courneya, Addie.	Bogart.
Smith, Percy.	Point Ann.

List of Pupils of the Ontario Institution of the Deaf and Dumb.—*Continued.*

Counties.	P. O. Address.
*Hastings—**Continued.***	
Smith, Earl A.	Belleville.
Young, Fred.	Madoc.
McAdam, Wesley	Marlbank.
Ward, Albert	Stirling.
Narrie, John	Marmora.
Haliburton :	
Sipe, Thos.	Allsaw.
Whistle, Janie	Minden.
Huron :	
Colclough, Hattie	Holmesvile.
Colclough, Lorne	Holmesville.
Balkwill, Clara	Exeter.
Doubledee, Lena	Belmore.
Montgomery, Elsie	Wroxeter.
Marshall, John E.	Hensall.
Sours, Gladys	Clinton.
Steep, Phœbe	Goderich,
Stewart, Ed. Hugh	Auburn.
Thompson, Arthur	Dungannon.
Wiggins, Thos. P.	Dungannon.
Halton :	
Hartley, Clara	Milton.
McCaul, Alex.	Trafalgar.
Haldimand :	
Forrester, Harry	Dunnville.
Forrester, Asa	Dunnville.
Sherk, Clara	South Cayuga.
Kent :	
Atkinson, Dora	Stevenson.
Buller, Harry	Ridgetown.
Beckett, Sam	Chatham.
Adkin, Jas.	Bothwell.
Chevalier, Wm.	Tilbury.
Gibson, Maggie	Dresden.
Gibson, Winnifred	Dresden.
Meredith, Stella	Kent Bridge.
Neville, Mayme	Dresden.
Parker, Beatrice	Dresden.
Toll, Nova	Ridgetown.
Lambton :	
Brown Florence	Petrolia.
Breault, Gertie	Sarnia.
Darew, Duncan	Sarnia.
Jennings, Frank	Forest.
Johnson, Sara,	Thedford.
Mackie, Johnny.	Edys Mills.
Leckie, Alice	Sarnia.
Leckie, Elsie	Sarnia.
Squire, Edith.	Wanstead.

Counties.	P. O. Address.
Lanark :	
Blake, Fred	Almonte.
Hughes, Ernest.	Carleton Place.
Jacklin, Myrtle.	Rideau Ferry.
Leggett, Gordon	Perth.
Lincoln :	
Dilse, Curtis	Beamsville.
Heaslip, Myrtle.	Wellandport.
McCready, Aletha	Caistor Centre.
Swick, Amos.	Beamsville.
Lennox and Addington :	
Hartwick, Arch.	Napanee.
Middlesex :	
Courscey, Viola.	Lucan.
Fishbein, Sophie	London.
Fishbein, Eddie.	London.
Humphrey, Hazel	London.
Hodgins, Mary	London.
Hodgins, Sadie.	London.
Laugheed, Eva.	London.
Ryan, Chas.	Lucan.
Steele, Annie	London.
Windrim, Rita.	London.
Muskoka Diserict:	
Dierks, Caroline	Kilworthy.
Durno, Archie	Bracebridge.
Ireland, Louis.	Bracebridge.
Legault, Clarida	Callander.
Norfolk :	
Becker, Ethel	Clear Creek.
Boomer, Duncan	Windham Centre.
Cole, Rose.	Bookton.
Earl, Chas.	Blaney.
Franklin, Sara.	Clear Creek.
Steigmeir, May.	Simcoe.
Northumberland :	
Ball, Lisgar.	Baltimore.
Ball, Glenn.	Baltimore.
Lott, Reta	Campbellford.
Pollock, Bessie.	Campbellford.
Parker, Clifford.	Baltimore.
Parker, Clinton.	Baltimore.
Nipissing District :	
Dorschner, Chas	Mattawa.
Gauthier, Alfred	Cobalt.
Ellis, Wesley	Haileybury.
Rodhy, Theodore.	North Bay.

List of Pupils of the Ontario Institution of the Deaf and Dumb.—*Continued.*

Counties.	P. O. Address.
Ontario :	
Foote, Lorne	Uxbridge.
Quigley, Walter	Oshawa.
Oxford :	
McFarland, Mona	Eastwood.
Abrey, Irene	Drumbo.
Peel :	
Duke, Etta	Mona Mills.
Curry, Duncan	Burnhamthorpe.
McLeish, Marjorie	Star.
McVean, Katie	Woodhill.
McVean, Alex	Woodhill.
Parry Sound District :	
LaFleur, Honore	French River.
Veitch, Eliz	Spence.
Prescott and Russell :	
Hughes, Myrtle	Treadwell.
Hughes, Iva	Treadwell.
McLaren, Geo	Springhill.
McLaren, John	Springhill.
McDougall, Elsie	Grant.
McDougall, Peter	Grant.
Pregent, Leopold	Curran.
Peterboro :	
Charlebois, Walter	Peterboro.
Eastman, Alma	Peterboro.
Kennaley, Winnie	Peterboro.
Lawson, Violet	Peterboro.
Lawson, Lila	Peterboro.
Lawson, Gladys	Peterboro.
O'Brien, Gerald	Peterboro.
Tretheway, Roy	Gooderham.
Short, Jean	Keene.
Renfrew.	
Bruss, Henry	Pembroke.
Derochie, Caroline	Arnprior.
Derochie, Clara	Arnprior.
Derochie, Joseph	Arnprior.
Lacombe, Jos	Arnprior.
Whyte, Eleanor	Arnprior.
Smith, Ed. Scott	Lanark.
Whyte, Belle	Arnprior.
Simcoe.	
Boyle, Mary	Midland.
Chevrette, David	Lafontaine.
Graham, Victor	Collingwood.
Gannon, Ellen	Phelpston.
Hall, Ewart	Midland.
Hamilton, Alma	Everett.
Hamilton, Enie	Everett.
Paddison, Thos	Emsdale.
Carefoot, Seymour	Collingwood.
St. Amant, Herman	Penetang.
Watson, Edna	Orillia.
Stormont, Dundas :	
Lalonde, Emma	Cornwall.
Loper, Cyril	Morrisburgh.
Morton, Floyd	Newington.
Victoria :	
Fountain, Herbert	Coboconk.
Fountain, Farley	Coboconk.
Jewell, Ena	Manilla.
Whitworth, Flo	Lindsay.
Western, Flo	Little Britain.
Waterloo :	
Golds, Margaret	New Hamburg.
Golds, Chas. Watt	New Hamburg.
Martin, Absalom	Waterloo.
Underwood, John	Bridgeport.
Wellington :	
Marshall, Jessie	Arthur.
Carter, Lizzie	Guelph.
McLachlan, Wm	Mount Forest.
McQueen, Mary	Arthur.
Wentworth :	
Brown, Harold	Hamilton.
Maas, Anna	Hamilton.
Salmon, Albert	Hamilton.
Etherington, Mabel	Hamilton.
Furber, Roy	Hamilton.
Gleadow, Norman	Hamilton.
Pipher, Celia	Hamilton.
Tait, Harold	Hamilton.
Webster, Elizabeth	Aldershot.
Webster, Elsie	Aldershot.
York :	
Brown, Walter	Toronto.
Barclay, Helen	Toronto.
Baskerville, Silas	Toronto.
Bowman, Ellsworth	Toronto.
Brown, Fred	Toronto.
Brown, Lily	Toronto.
Buchan, Alex	Toronto.
Buchan, Drucilla	Toronto.
Buchan, John	Toronto.
Burley, Wm.	Toronto.
Best, Olive	Toronto.
Curtis, Lillian	Todmorden.
Chestnut, Arlie	Toronto.

List of Pupils of the Ontario Institution of the Deaf and Dumb.—*Concluded*.

Counties.	P. O. Address.
*York—**Continued**.*	
Eaton, Arthur	Toronto.
Fleet, Ellen	Toronto.
Hazlitt, Wm	Toronto.
Hazlitt, Dorothy	Toronto.
Hazlitt, Evelyn	Toronto.
Holbrook, Louisa	Toronto.
Johnson, Wm.	Swansea.
Kennedy, Muriel	Toronto.
Marks, Jennie	Toronto.
Mason, Myrtle	Toronto.
Moore, Dorothy	Balmy Beach.
Mosher, Archie	Highland Creek.
York—Continued.	
McCallum, Roy	Strange.
Noble, Edgar	Toronto.
Payne, Eddie	Toronto.
Peacock, Ada	Toronto.
Powell, Marion	Toronto.
Stevens, Grace	Toronto.
Smith, Mabel	Toronto.
Smith, Wm. Alex.	Toronto.
Watson, Muriel	Toronto.
Wilson, Chas	Toronto.
Wilson, Arthur	Toronto.
Walker, Arthur	Norway

STATEMENT No. 5.

Year ending September 30th, 1908.

Cost per pupil.

Heading of Expenditure.	Total expenditure, year ending September 30, 1907.	Yearly cost per pupil, September 30, 1907.	Weekly cost per pupil, September 30, 1907.	Total expenditure, year ending September 30, 1908.	Yearly cost per pupil, September 30, 1908.	Weekly cost per pupil, September 30, 1908.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Medical Dept.	319 90	1 40	03	252 29	1 02	02
Butcher's Meat	3,320 74	14 57	28	3,653 61	14 79	28
Flour, etc.	1,003 80	4 40	08	1,385 65	5 61	11
Butter and Milk	2,794 31	12 26	24	3,417 45	13 84	27
General Groceries	2,288 75	10 03	19	2,346 38	9 50	18
Fruit and Vegetables	723 85	3 17	06	931 09	3 77	07
Bedding and Clothing	812 82	3 56	07	442 03	1 79	03
Fuel	6,359 51	27 90	52	6,958 77	28 18	54
Light	1,010 85	4 43	09	1,024 08	4 15	08
Laundry, etc.	539 14	2 37	05	712 55	2 88	06
Books, Apparatus	430 05	1 90	04	448 79	1 82	04
Printing, etc.	801 61	3 52	07	657 72	2 66	05
Furniture, etc.	832 38	3 65	07	341 63	1 38	03
Farm	570 96	2 50	05	890 02	3 60	07
Repairs	878 37	3 85	07	476 33	1 93	04
Sewage	46 00	20	½	14 00	06	.....
Water	900 00	3 95	07½	900 00	3 64	07
Miscellaneous.	593 74	2 60	05	692 77	2 80	05
Salaries and Wages	25,581 22	112 20	2 16	26,267 45	106 35	2 05
	49,808 00	218 46	4 20	51,812 61	209 77	4 04

Average number of pupils, 1906-07, 228
Annual cost per pupil, 1906-07, $218 46
Weekly " " " 4 20

Average number of pupils, 1907-08, 247
Annual cost per pupil, 1907-08, $209 77
Weekly " " " 4 04

Certified correct, W. COCHRANE, Bursar.

APPENDIX K.—PROCEEDINGS FOR THE YEAR 1908.

I. REGULATIONS AND CIRCULARS.

THE ADVISORY COUNCIL OF EDUCATION.

Powers and Duties in respect to Examinations.

(Instructions No. 11.)

I.

(1) The Advisory Council shall appoint Examiners of well known ability as teachers in either a University or a High School to set examination papers for the University midsummer Junior Matriculation examinations. Such Examiners shall not be engaged in the preparation of candidates for the examinations concerned.

(2) For the purpose of reading the answer papers of candidates at the University Matriculation and the Departmental examinations for entrance into the Faculties of Education and the Normal Schools, the Council shall appoint as Associate Examiners persons holding specialists' certificates according to the regulations of the Education Department, or graduates of any British University. Such person shall be actually engaged in teaching, and shall have at least two years' successful experience in this Province.

(3) For the purpose of reading the answer papers of candidates at the Departmental examination for entrance into the Model Schools, the Council shall appoint as Associate Examiners persons holding at least First Class Certificates, who have been successful teachers and who are actually engaged in teaching.

(4) The lists from which the selections are made shall be prepared in the case of the Examiners in (1) above and of the Associate Examiners in (2) above, by the President of the University of Toronto and the Superintendent of Education, and shall be furnished in the case of the other Associate Examiners by the Minister of Education. All the lists shall contain the names of more than the number of persons required for the examinations.

(5) Except in the case of an emergency, no Examiner or Associate Examiner shall be appointed for more than three consecutive years.

(6) Any candidate, except a candidate at the University Scholarship examinations, may have his papers re-examined on appeal to the Minister of Education not later than September 15th.

(7) In the case of the University Examinations, the appeals shall be read by a Board of Examiners appointed by the Advisory Council from the members of the Boards of Examiners and the chairmen of the sections of the Associate Examiners; and in the case of the Departmental examinations by members of the Departmental Boards, appointed by the Minister of Education.

(8) The number of Examiners and Associate Examiners from year to year for each examination shall be settled by the Minister of Education on the report of the Chairman of the Boards of Examiners.

II.

The standard and character of the examination papers shall be determined by the regulations and instructions of the Education Department and the University of Toronto, respectively.

III.

Subject to the regulations and instructions of the University of Toronto, the Advisory Council shall have power to settle the results of the Matriculation examinations and to report thereon to the Minister of Education. The settlement in the case of the Departmental examinations shall be made by the Boards of Examiners concerned and shall not be valid until approved of by the Superintendent of Education.

IV.

(1) All communications or references requiring the attention of the Advisory Council shall be addressed to the Deputy Minister of Education.

(2) The Advisory Council shall appoint an executive committee of not more than three members.

(3) The Superintendent of Education shall submit to the Advisory Council for consideration all matters referred to it by the Minister of Education.

(4) The Registrar of the Advisory Council shall be Chairman of the Boards of Examiners and of any committee thereof, and shall perform the duties set forth in Circular "Instructions" No. 7.

Approved Schools.

(Circular No. 12.)

To the Boards of Trustees, Inspectors, and Teachers.

Regulation 45, of 1904, rescinded last October, provided for a system of Approved Schools as follows:

Approved High, Public, and Separate Schools.

45.—(1) At his official visits, the High, Public, or Separate School Inspector shall satisfy himself as to the character and extent of the provision in the schools under his charge for carrying out all the regulations affect-

ing the preparation of candidates for non-professional certificates; and, without his approval of the School, no candidate therefrom shall be admitted to the examination for such certificates without examination in the subjects of Part I. for a District or a Junior Non-professional certificate, as provided for in Regulation 49 (1).

(2) At each inspection, the Principal shall submit for the approval of the Inspector the work of the candidates in Book-keeping and Business Papers and in Art, and their note-books in Science.

The subjects of Part I. referred to in (1) above were: Reading, Book-keeping and Business Papers, Art, and Elementary Science of the Lower School course of the High Schools.

For many years the public had regarded the results of the official examinations as the test of the competency of the teacher as well as of the pupil. The consequences were inevitable. These examinations became the dominant influence in the schools. Not only was the main object of education—the formation of character—too often lost sight of, but the examination stress affected injuriously the methods of teaching and the content of the courses, and the preparation of many pupils for the duties of life was altogether inadequate. The above quoted regulation was intended, it is well understood, to improve the situation in the High Schools, and, with the improvement of the situation in the Public Schools also in view, a similar change was made in the provisons for the High School entrance examination. The Regulation did give the teacher more freedom and it did reduce the examination stress during the first two or three years of the pupils' course beyond the Fourth Form of the Public Schools. But even in these respects, it was only a partial measure of reform. Complaints have, indeed, increased of late that, in very many cases, the products of our Secondary Schools do not possess what have long been regarded as the essentials of a practical education. They are too often poor in Spelling, Penmanship, Reading, and Letter-writing; and in the elementary operations of Arithmetic they are lacking in speed and accuracy. These complaints are well founded. Even if the Departmental and University examinations were suitable for pupils intended for commercial and industrial pursuits, which they are not, the examination test in the foregoing subjects is quite inadequate. With so many examination centres, there could be no adequate test of a candidate's ability to read, and, in any event, it would be regarded by the public as unjustifiable to reject him; that is, to put him to an additional year's labour and expense because he was a poor reader. So, too, if his Spelling or his Penmanship were poor, or his letter-writing lacked the proper form, or his Arithmetic answers were inaccurate in details. In Arithmetic, indeed, under our system, he might obtain high marks for the principles of the problems even if all his answers were inaccurate in other respects. Accordingly, as has already been announced in Circular 19, the Education Department proposes, as a step in the regeneration of the system, to conduct the examinations for entrance to the training schools for the sole purpose of testing the competency of candidates for teachers' certificates: and to extend the "Approved School" system to the subjects of Writing, Spelling, Arithmetic and Mensuration, English Grammar, and Geography. As a consequence, henceforth the examination stress will be removed from all the Lower School subjects, the special preparation of the intending teacher will be transferred to the training schools, and greater freedom will be given the Secondary School staff during the first two or three years of the pupil's course, when such freedom is most needed. A thorough academic course is now provided in the Normal Schools, and no candidate will be allowed to pass the final examinations without a competent knowledge of all the subjects he will have

to teach in the Public Schools, including, of course, Geography, English Grammar, and Arithmetic and Mensuration. As far as practicable at present, the same provision has been made in the Faculties of Education, and the same provision will be made in the Model Schools of the future. It is also the policy of the Education Department to increase the importance of the teacher's personality, and, in this way, to allow the formation of character to become the main function of the schools. Moreover, subject to judicious Departmental control and direction, it is the aim of the Education Department to place upon the Trustees and the Teachers the responsibility for providing, according to local needs, the education for his life work which every pupil has the right to receive. As a result largely of the dominant examination influences, our school system has failed to take sufficient account of our economic condition. We have educated too many for clerical and professional pursuits, in which there is little room, and too few for industrial pursuits, in which there is always room. The future of Ontario demands that this shall cease.

But the Approved School scheme of 1904 did not fully realize the expectations of its promoters. Diversities of standards and laxity of administration resulted from the inadequacy of its provisions. The appointment in 1906 of an Inspector of Continuation Classes, in addition to the Inspectors of High Schools, has removed the main defect in the machinery. The new scheme will, accordingly, be carried into effect by a small number of Inspectors, who will confer together from time to time, and who are controlled by and are directly responsible to the Minister of Education. In this connection, it may be noted that, in 1909, when the scheme goes into full operation, the Normal Schools will not re-open until the last week in September. Candidates from non-approved schools will, accordingly, have ample time to review the subjects for the September examination of the Normal Schools and the October examination of the Faculties of Education; and the postponement of the examinations from the close of the Lower School course until these dates, will relieve from immediate pressure the Lower School of non-approved schools. In explanation it may be added that, beginning in 1909, the members of the staffs of the Normal Schools will hold Institutes of Instruction for Public School teachers during the month of September in the counties and districts of the Province.

From the Regulation of last October, which is quoted below, it will be seen that, while the Minister accepts the Principal's certificate as having been honestly given, every reasonable precaution has been taken to protect the interests of the training schools and of general education. It is, of course, understood that to remain upon the Approved list a school must maintain the excellence of its standard from year to year.

Approved High Schools and Continuation Classes.

7. An approved High School or Continuation Class shall be one which fulfils the following conditions:

(1) The Departmental Inspector concerned shall certify as follows to the Minister of Education and to the Dean of each Faculty of Education and the Principal of each Normal School:

(*a*) That the provision for teaching the Lower School subjects enumerated in Regulation 6 is adequate and satisfactory. For the purposes of this certificate, Continuation Classes shall be under the same Regulations as to equipment and the programme and time-table of studies as are the High Schools. (See Regulations 34 and 40 (1) of 1904, and Regulation 40 (2) as amended in Circular 19 of 1907.)

(*b*) That the pupils' work in the courses prescribed in Regulation 6 is satisfactory. For the purposes of this certificate, the Inspector concerned shall examine the classes as he may deem it expedient, and the pupils' work since last inspection, in Book-keeping and Business Papers, and Art, and their note-books in Science, which work and note-books the Principal concerned will preserve from inspection to inspection, as the Inspector concerned may direct.

(2) The preparation of the pupils, as evidenced by their work throughout the session, shall have been satisfactory to the Dean of the Faculty of Education and the Principal of the Normal School. In the case of schools in which the preparation has not been satisfactory, the Dean or the Principal shall report the facts to the Minister of Education and to the Inspector concerned.

The subjects of Regulation 6, referred to in (*a*) above, are the following of the Lower School course of the High Schools:

Reading, Writing, Spelling, Book-keeping and Business Transactions, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.

Notice is also hereby given that, in the Faculties of Education, the certificate for the foregoing subjects or the examination therein in October will be required only in the case of candidates for a Public School Teacher's Certificate, and that no additional fee will be charged for this examination in the case of either the Faculty of Education or the Normal Schools.

When at his regular visit the Inspector finds the school equipment adequate, the staff competent, the organization acceptable, the time-table suitable, and the pupils' work satisfactory, he is justified in assuming that, given the teacher's honesty and zeal, the final preparation of the pupils will also prove to be satisfactory. Be it noted, also, that, at the discretion of the Inspector, a school may be paid a second visit during the year. With special ability on the part of a pupil or a teacher or of both, schools which, from the point of view of equipment and organization, fall below the prescribed standard, may, it is true, also produce satisfactory results. But, at his visit, the Inspector is not in a position to pronounce upon the situation; and, for testing such results, an examination has necessarily been provided.

For the Session of 1908 to 1909 of the Normal Schools and Faculties of Education, a modification of the September examinations is necessary, as most of the pupils who will enter in 1908 are now in the Middle or the Upper School, having taken their Lower School subjects under Regulation 45 of 1904, which is quoted above and which was in force till last October. Accordingly, in the case of pupils from schools which the Inspectors have not approved for 1907 to 1908, the entrance examinations of the Normal Schools next September and of the Faculties of Education at Toronto and Queen's next October will be confined to Geography, English Grammar, and Arithmetic and Mensuration, as defined in the Lower School course of the High Schools; provided, however, the candidates submit to the Principal, or the Dean, as the case may be, the certificate required under Regulation 45 of 1904. Moreover, for the Session of 1908 to 1909, the consideration which, since 1904, has been entended to candidates from schools outside of the Provincial system will be continued. Such candidates must present certificates from their teachers, certifying in detail that they have completed the Lower School courses enumerated under Regulation 45 on page 1 of this circular; and, like the candidates from High Schools or Continuation Classes which have not been approved, they must also pass the prescribed examinations in Geography, English Grammar, and Arithmetic and Mensuration.

Notice is hereby given that, at the September and October examinations of 1909 and thereafter, all candidates from non-approved schools will be expected to show a practical knowledge of Biology and of the use of both pencil and brush in Art work. Having regard to the preceding requirements, teachers of High Schools and Continuation Classes should note that suitable Summer Schools will be provided next July at the University of Toronto, in Art and Science, as well as in other subjects of the High School programme. They should also note that under Regulation 39 (8) as amended on page 9 of Circular 19, any subject not saisfactorily completed by July in the Lower School may be provided for at any time in the pupil's subsequent course in the High Schools or Continuation Classes.

Moreover, as the number of the obligatory subjects at the July examination for entrance to the Normal Schools has been reduced from ten to seven, a higher standard of answers than heretofore will be expected from the candidates. In the Normal Schools, less attention will be paid to the purely academic side of these subjects than to that of the other, and, in most cases, more important subjects of the Public School course. Hereafter, also, one of the Latin papers will consist of Authors and Sight Work, with suitable questions on the Authors, and the other paper of Latin Composition and Grammar.

The Minister of Education regards the present extension of the Approved School scheme as a most important step in advance. He confidently counts upon the sympathetic co-operation of all who know what education really is, and he hopes that the success of the scheme will justify him in extending it still further in both the High Schools and the Public Schools. The personality of the teacher, he believes, should become a far more important factor in the adaptation of our schools to the necessities of the Province. The examination holds an important place in any well-ordered system of education; but a system which depends mainly upon the stimulus of examinations conducted by outsiders and dwarfs the teacher's sense of responsibility cannot build up the character of our youth or prepare them for the diverse duties of life.

Education Department,
January, 1908.

Instructions to Public and Separate School Inspectors, 1908.

(Instructions No. 14.)

Distribution of the Legislative Grant to Public and Separate Schools in the Urban Municipalities.

At its recent session the Legisture voted the sum of $60,000, to be distributed, subject to the Regulations of the Education Department, amongst

the Public and Separate Schools in urban municipalities, on the bases of the grade of the teachers' certificates and the length of their successful experience.

This grant will be apportioned amongst the urban Public and Separate Schools in accordance with the following regulations, and the Inspector will fill in accordingly the accompanying schedules:

Urban Municipalities in the Organized Counties.

I. In Cities.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be—

(*a*) For a Provincial First Class Certificate $20.00
(*b*) For a Provincial Second Class Certificate $15.00

2. If said experience shall have been less than five years on the same date the grant shall be—

(*a*) For a Provincial First Class Certificate $15 00
(*b*) For a Provincial Second Class Certificate $10 00

3. For a permanent Third Class Certificate the grant shall be $ 7 50

II. In Towns.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be—

(*a*) For a Provincial First Class Certificate $30 00
(*b*) For a Provincial Second Class Certificate $22 50

2. If said experience shall have been less than five years on the same date, the grant shall be—

(*a*) For a Provincial First Class Certificate $22 50
(*b*) For a Provincial Second Class Certificate $15 00

3. For a Permanent Third Class Certificate the grant shall be $11 25

III. In villages.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be—

(*a*) For a Provincial First Class Certificate $40 00
(*b*) For a Provincial Second Class Certificate $30 00

2. If the said experience shall have been less than five years on the same date, the grant shall be—

(*a*) For a Provincial First Class Certificate $30 00
(*b*) For a Provincial Second Class Certificate $20 00

3. For a Permanent Third Class Certificate the grant shall be $15 00

Urban Municipalities in the Districts.

IV. In Urban Municipalities with a Population of 1,500 or over.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be—

(*a*) For a Provincial First Class Certificate $40 00
(*b*) For a Provincial Second Class Certificate $30 00

2. If the said experience shall have been less than five years on the same date, the grant shall be—

(*a*) For a Provincial First Class Certificate $30 00
(*b*) For a Provincial Second Class Certificate $25 00

3. For a permanent or ordinary Third Class Certificate the grant shall be $20 00

4. For a District Certificate the grant shall be $15 00

V. In Other Urban Municipalites.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be—

(*a*) For a Provincial First Class Certificate $50 00
(*b*) For a Provincial Second Class Certificate $37 50

2. If the said experience shall have been less than five years on the same date, the grant shall be—

(*a*) For a Provincial First Class Certificate $37 50
(*b*) For a Provincial Second Class Certificate $31 25

3. For a permanent or ordinary Third Class Certificate the grant shall be $25 00

4. For a District Certificate the grant shall be $18 75

VI. The competency of each teacher shall have been duly attested by the Inspector of the school for which the grant is claimed.

VII. The grant shall be one-half of the amount if the teacher of the school has held the certificate for less than a year, but for at least one term. In his report the Inspector will indicate this by inserting the numeral 1 in the proper column.

VIII. If the Legislative grant of $60,000 is not sufficient for, or if there is a balance over, the apportionment to the Public and Separate Schools in the urban municipalities in the counties and districts, on the foregoing bases, the Minister may make a *pro rata* adjustment in the case of each grade.

NOTE.—Where there are more than one municipality, the Inspector will report them separately, placing together in each municipality the certificates of the same grade. He will also in all cases arrange the grades in the order of the circular.

Education Department,
June 15th, 1908.

Continuation Schools and Fifth Classes, June, 1908.

(Circular No. 37.)

Since the introduction of Continuation Classes, both the Statute and the Regulations governing their establishment and their maintenance have been changed from time to time. Following are the sections of the Public and Separate Schools Act pertaining to these schools, with the amendments up to date incorporated therein; also the revision of the Regulations of 1907 which has been necessitated by the action of the Legislature at its recent Session when the so-called Continuation Classes were re-organized as Continuation Schools and Fifth Classes:

Amended Public Schools Act.

Section 8.—(1) Subject to the regulations of the Department of Education, the school corporation of any municipality or school section in which there is no high school shall have power to establish and maintain in connection with the public school over which it has jurisdiction, courses of study in addition to and in connection with the courses already provided for the fifth form of public schools. The classes established under such courses shall be known as Continuation Schools.

(2) The trustees of any number of public schools, or any number of public and separate schools, not situated in a high school district as defined by *The High Schools Act*, may, by mutual agreement, determine that such continuation schools shall be conducted in one of such schools for the benefit of the pupils of all of them, and in such cases the trustees of each of the said schools shall have power to provide, by additional or increased rates to be levied upon the same property upon which the other school rates are levied, for the establishment and maintenance of such continuation schools. The said agreement shall specify the proportion of the cost of establishment and maintenance to be paid by the trustees of each of said schools, or shall provide for the settlement of the same by arbitration or by such other method as they deem expedient.

(3) Pupils shall be admitted into continuation schools and fifth classes in accordance with the regulations governing the admission of pupils into High Schools, or on the report of the principal approved by the public school inspector of the district.

(4) Non-resident pupils and all other pupils who have completed the course of study prescribed for the fifth form of public schools whether resident or non-resident, may be charged such fees as the trustees may deem expedient.

(5) Any teacher who on the 15th day of April, 1901, holds the position of principal of any school in which a continuation class has been established shall be deemed a qualified teacher of such school, but every teacher appointed principal or assistant after the date when this Act takes effect shall possess the qualifications prescribed by the Regulations of the Department of Education. (Act passed May 14th, 1906.)

(6) The municipal council of the county shall pay for the maintenance of continuation schools and fifth classes a sum equal to the legislative grant appropriated by the Minister of Education for such continuation schools and fifth classes and any further sums the municipal council may deem expedient.

The council of two or more counties united for municipal purposes may apportion the amount to be levied for continuation schools and fifth classes so that each county forming such union shall be liable only for sums payable in respect of continuation schools and fifth classes within such county. Where trustees of different schools situated in more than one of such united counties have joined together under subsection 2 for the conduct of continuation schools and fifth classes, the said council may determine the proportion to be paid by each of such counties in respect of such continuation schools and fifth classes.

(7) Where the Board of Trustees of a union school section establishes continuation schools or fifth classes in their school, or joins with one or more other Boards of Trustees in establishing such schools or fifth classes or hereinbefore provided, the Municipal Council of each municipality having the whole or part of its territory within the union school section shall levy and collect upon the taxable property of such union school section within its jurisdiction, its proper share of the expense of establishing and maintaining the said continuation schools or fifth classes according to the equalized assessment of each portion of the said union school section in the respective municipalities.

Under the following subsection (5), added to section 70, the Continuation Schools in Public Schools are entitled to the township grants for the teachers' salaries:

Section 70, subsection (5). For the purposes of subsections 2, 3 and 4 of this section every continuation school shall be deemed a public school.

Amended Separate Schools Act.

2. Subject to the Regulations of the Department of Education, the Separate School Board of any municipality, section or union section in which there is no high school shall have all the powers, duties and obligations conferred and imposed by *The Public Schools Act* and its amendments upon the public school corporation of any municipality, section, or union section in which there is no high school, respecting the establishment and maintenance of continuation schools and fifth classes.

3. The qualifications of teachers of continuation schools and fifth classes in connection with separate schools shall be determined, however, under subsection 5 of section 8 of *The Public Schools Act* as amended by 6 Edw. VII. c. 53, s. 4, as if the date therein mentioned were the 17th day of March, 1902, instead of the 15th day of April, 1901.

4. The county council shall pay for the maintenance of continuation schools and fifth classes in connection with separate schools within the county, a sum equal to the legislative grant appropriated by the Minister of Education for such schools and classes and any further sums the said council may deem expedient.

5. The Department of Education may make provision by Regulation for carrying out the intention of this Act of placing continuation schools and fifth classes in connection with public and separate schools on the same basis, except as herein otherwise provided.

The Reorganization of Continuation Classes.

The Regulations of 1907 (Circular No. 37) are hereby rescinded.

Under the following regulations, which are substituted therefor, the Continuation Classes, Grade A, of 1907, become Continuation Schools; and the Continuation Classes, Grades *B* and *C*, Fifth Classes.

The increase of the Legislative Grant to $45,000, made at the late Session of the Legislature to Continuation Schools and fifth Classes, has enabled the Minister to deal with them more liberally in the following scheme of distribution than was proposed in Circular No. 37, of 1907. The Grants for the year ending June, 1908, will be made on the new scheme. *Inspectors, in making their reports, will, accordingly, supply any additional particulars needed to enable the Minister to carry out this intention.*

As a condition of the payment of the Legislative Grant in 1908, the Board of Trustees of each Continuation School and Fifth Class shall submit in the case of Continuation Schools, through the Inspector thereof, and, in the case of Fifth Classes, through the Public or Separate School Inspector, as the case may be, in a form to be provided by the Education Department, a financial statement showing that it has expended on the special equipment the Special Legislative Grant made for the purpose in 1906; and, on the salary of the teacher and the special equipment of the Continuation School or Fifth Class for the academic year ending June 30th, 1908, an amount not less than the Legislative Grant and the County equivalent thereto, made in 1907.

NOTE.—Boards are reminded that the liberal grants given Continuation Classes during the past two years were intended to assist them not only to pay better salaries but to provide the special equipment, both of which are necessary for effective teaching.

ORGANIZED COUNTIES.

General Regulations for both Continuation Schools and Fifth Classes.

I. County and Legislative Grants.

1. The yearly apportionment by the Minister of Education of the Legislative Grant to each Continuation School and Fifth Class in the organized counties shall be the total of the sums apportioned on the different bases set forth below in the case of each grade.

NOTE 1.—If, in 1908, the Legislative Grant is not sufficient for, or if there is a balance over, the apportionment on the bases provided below for each class of school, the Minister may make a *pro rata* adjustment of the total in the case of each class.

NOTE 2.—The object of the Grants is to assist School Boards to provide an adequate education for the children of the locality, not simply to reduce the local school rates. The Departmental scheme of apportionment helps those that help themselves.

2. (1) All sums received by a Board of Trustees from the Legislature and the County as a Continuation School or Fifth Class grant shall be expended on the salaries and the equipment of said School or Class alone.

(2) On or before July 15th of each year a financial statement shall be submitted through the Inspector concerned, by each Board to the Minister of Education in a form to be provided by the Education Department, showing the receipts and expenditures on this account, with such additional particulars as the Minister may require.

(3) On or before July 15th of each year, as a condition of the payment of the Legislative Grant, the Inspectors concerned shall certify, in a form to be provided by the Education Department, that, to the best of their knowledge and belief, the provisions of the Regulations have been fully complied with.

NOTE.—Besides inspecting the time table at each of his visits, the inspector should require the principal to submit to him by the close of the year or on a change in the principalship, a copy thereof with a statement and explanation of any changes therein during the preceding session.

II. Equipment.

3. The organization of the Continuation School or the Fifth Class shall be subject to the approval of the Continuation, Separate, or Public School Inspector, as the case may be.

NOTE.—Before appointing a teacher, Boards of Trustees should consult the Inspector of Continuation, Public, or Separate Schools, as the case may be, in order that all the necessary subjects of study may be adequately provided for.

4. (1) The Equipment for a Continuation School or Fifth Class shall be for the special needs of such school or class and shall be approved from time to time by the Inspector of Continuation, Public, or Separate Schools, as the case may be.

NOTE.—On application to the Education Department circulars may be obtained containing lists of the necessary equipment.

(2) The date at which the minimum equipment of Continuation Schools or Fifth Classes shall be imperative shall be at the discretion of the Minister of Education on the report of the Inspector of Continuation, Public, or Separate Schools, as the case may be.

(3) From year to year, School Boards shall expend on equipment such further sums as may be required by the Minister of Education on the report of the Inspector of Continuation, Public, or Separate Schools, as the case may be.

NOTE 1.—Without the special equipment, the teaching cannot be effective, more particularly without a supply of suitable books for the library and of apparatus for simple experiments in the Physics and Chemistry of common life. In rural school sections the course in Elementary Science with its Agricultural applications should be made a prominent one. The work in Art, including the drawing of building and other plans, is also important. *For teachers who are not properly qualified in Art and Science, the Minister provides at the University of Toronto free Summer School classes, beginning in 1908.*

NOTE 2.—At least one locked press or cabinet should be provided to contain the books and the apparatus. The chemicals should be kept in a separate press. For the safe-keeping of all the equipment, the Board should hold the principal responsible; and, on a change of principal, it should investigate the condition of the equipment.

NOTE 3.—The special equipment shall be entered under suitable heads in the catalogue separately from the ordinary equipment, which latter shall not be included in computing the grant for the Continuation School or Fifth Class. The catalogue and the invoices of new equipment shall be inspected at each visit by the Inspector or Inspectors concerned. The invoices shall be kept on file at the school. The various items of the equipment shall also be valued by the Inspectors as often as may be rendered necessary by the condition of said items.

III. Teacher's Qualification.

5. A teacher who was qualified for a Continuation School or Fifth Class under the Regulations of 1907, but who does not now hold the qualification under the scheme as herein reorganized, shall remain qualified under the same School Board for the Continuation School or Fifth Class in which he is now teaching.

NOTE.—When after due advertisement and offering the highest salary it is able to afford, a Board of Trustees is unable to obtain a legally qualified teacher, a temporary certificate, valid for the current half-year, may be granted by the Minister of Education, on the report of the Inspector concerned, to a suitable person, on application of said Board through the Public or the Separate School Inspector. (See Regulation 88, of 1904.)

Special Regulations for Continuation Schools.

I. Minimum Requirements.

6. The course of study for Continuation Schools shall be that prescribed for the Lower and the Middle School of the High Schools, of which the following subjects are obligatory on all pupils:

Geography, Arithmetic and Mensuration, English Grammar, Writing, Reading, English Composition, English Literature, History, Art, and Elementary Science. (See Reg. 14 (2).)

7. The pupils of the Continuation School shall be taught separately from the pupils of the other classes of the Public School.

8. (1) In a Continuation School with one teacher, he shall hold at least a permanent Provincial First Class certificate.

(2) In a Continuation School with two teachers, the Principal shall hold at least a permanent Provincial First Class certificate; and the Assistant, at least an interim Provincial First Class or High School Assistant's certificate.

(3) In a Continuation School with three teachers, the Principal shall hold the qualifications of a Principal of a High School; and each of his staff, the qualifications of an assistant teacher in a High School.

(4) Teachers of Continuation Schools shall be granted permanent certificates under the same Regulations as govern the High Schools. Experience gained in a Continuation School shall not be counted as Public School experience.

9. The class-room accommodations of the Continuation School shall be separate from the Public School, but the building need not be separate.

10. The special equipment shall be of the following minimum value:—

	One or two teachers.	More than two.
Library	$150 00	$300 00
Scientific apparatus	150 00	300 00
Maps, Charts, and Tellurian	25 00	50 00
Drawing Models (including casts), and Art supplies	25 00	50 00

II. Apportionment of the Legislative Grant.

11. (1) Continuation Schools in rural Public and Separate Schools shall not share in the General or the Special Legislative Grants to such Public and Separate Schools.

(2) After 1908 Continuation Schools in urban municipalities shall not share in the General or the Special Legislative Grants to urban Public and Separate Schools.

12. The Legislative Grant to Continuation Schools shall be apportioned on the following bases:—

(1) Fixed Grants.

(*a*) $100, when at least the equivalent of the time of one teacher, but less than the time of two teachers, is given the work of the Continuation School.

(*b*) $200, when at least the time of two teachers is given, but less than the time of three teachers.

(*c*) $300, when at least the time of three teachers is given.

(2) On Salaries.

(*a*) In the case of (*a*) above, twenty-five per cent. of the excess of the Principal's salary over $400.00. Maximum Grant, $150.

(*b*) In the case of (*b*) above, twenty-five per cent. of the excess of the two teachers' salaries over $800. Maximum Grant, $300.

(*c*) In the case of (*c*) above, twenty per cent. of the three teachers' salaries over $1,500. Maximum Grant, $350.

(3) On the Value of the Special Equipment.

10 per cent. of the approved value, the maximum value recognized being as follows:—

(*a*) Where there are one or two teachers: Library, $300; Scientific apparatus, $300; Maps, Charts, and Tellurian, $50; Drawing Models (including casts) and Art supplies, $50.

(*b*) Where there are three teachers:—Library, $600; Scientific apparatus, $600; Maps, Charts, and Tellurian, $75; Drawing Models (including casts) and Art supplies, $75.

(4) On the Character of the Accommodations.

School.	One Teacher.				Two Teachers.				Three Teachers.			
Grade.	I.	II.	III.	IV.	I.	II.	III.	IV.	I.	II.	III.	IV.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Water supply	1 00	75	50	25	1 50	1 15	75	40	2 00	1 50	1 00	....
Class rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 50
Laboratory	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Blackboards	1 00	75	50	25	1 50	1 15	75	40	2 00	1 50	1 00	50
Cap rooms	1 00	75	50	25	1 50	1 15	75	40	2 00	1 50	1 00	50
Desks	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Laboratory tables	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Lighting	1 00	75	50	25	1 50	1 15	75	40	2 00	1 50	1 00	50
Heating	1 00	75	50	25	1 50	1 15	75	40	2 00	1 50	1 00	50
Ventilation	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
	15 00	11 25	7 50	3 75	22 50	17 00	11 25	5 75	30 00	22 50	15 00	7 50

(5) On the Grade of the Teacher's Certificate.

13.—(*a*) $20, where, in addition to a permanent Provincial First Class certificate, the teacher holds a Degree in Arts from a British University.

(*b*) $40, where, in addition to a permanent Provincial First Class certificate, the teacher holds the academic qualification of a High School specialist or a Degree in Arts from a British University with at least Second Class Honours (67 per cent.) in a department recognized by the Minister of Education.

(*c*) When the teacher has taught with the certificate specified in (*a*) or (*b*) above during the preceding year for less than the year but for at least a term, half of the above grant shall be paid in each case.

(*d*) The status and the competency of the teacher shall in each case be attested by the Inspector of Continuation Schools.

Special Regulations for Fifth Classes.

I. Minimum Requirements.

14. A Fifth Form which complies with the following conditions shall be entitled to a share of the Legislative Grant to Continuation Schools and Fifth Classes in accordance with the following regulations:

(1) The Fifth Class shall be situated in a municipality or school section in which there is no High School.

(2) (*a*) The course of study shall be that prescribed for the Fifth Form of the Public Schools, of which the following subjects are obligatory:

Reading, Literature, Grammar, Composition, History, Geography, Writing, Arithmetic and Mensuration, Art, and Elementary Science.

NOTE.—No class text-books are to be used by the pupils in either Art work or Elementary Science. A manual will be issued by the Department of Education to direct and assist the teacher in dealing with these subjects. Suitable reference books should be provided in the library for the pupils.

(*b*) From the other subjects of the Fifth Form and the subjects of the High School Middle School, the Board of Trustees may select, with the concurrence of the Inspector of Continuation Schools, on the recommendation of the Public or Separate School Inspector, as the case may be, such subjects or such parts of the courses therein as may, in its judgment, suit the requirements of the locality. (See Regulation 18 of 1904).

NOTE 1.—Notice of the proposed Middle School course shall be sent by the Principal to the Inspector of Public or Separate Schools concerned, before the classes in such work are organized, with particulars as to the special equipment, and the special qualifications of the teacher for such work, and also of the said Middle School work proposed and the provision therefor in the time-table of the school.

NOTE 2.—Fifth Classes which take up Middle School work will be inspected by the Inspector of Continuation Schools. No Legislative Grant will be paid unless the provision for Forms I.-V. of the Public School course as well as for the Middle School Classes is satisfactory. *Schools shall not be allowed to take up work for which the provision is inadequate or to sacrifice the interests of the regular classes of the Public School.*

(3) At least an average daily attendance of two pupils who have been admitted in accordance with the provisions for admission to the High Schools.

NOTE.—As provided by *The Public Schools Act* (section 8 (3) above), such other pupils may be admitted to the class as, on the recommendation of the Principal, are considered qualified by the Inspector, but their attendance shall not be counted in making up the prescribed average. Under this arrangement, such pupils may attend all or some of the classes for a few months in the winter.

(4) A teacher with at least a permanent Provincial Second Class certificate.

(5) Special equipment of at least the following minimum values:

Library, $50; Scientific Apparatus, $50; Maps and Charts, $15; Drawing Models and Art supplies, $15.

II. Apportionment of the Legislative Grant.

15. In addition to the General and the Special Legislative Grants to Public Schools, Rural and Urban Fifth Classes which comply with the foregoing minimum conditions shall receive their share of the Legislative Grant to Continuation Schools and Fifth Classes, apportioned on the following bases:

(1) Fixed Grants.

(*a*) A fixed grant of $20 where there is a staff of at least two teachers, the principal giving instruction to not more than the pupils of the fourth and higher classes;

(*b*) A fixed grant of $15 where there is a staff of at least two teachers, the principal giving instruction to not more than the pupils of the third, fourth and higher classes; and

(*c*) A fixed grant of $10 in the case of other fifth classes which have complied with the minimum requirements set forth in Regulation 14 above.

(2) On the value of the Special Equipment.

10 per cent. on the approved value, the maximum value recognized being as follows:

Library, $200; Scientific Apparatus, $200; Maps, Charts, and Tellurian, $50; Drawing Models and Art supplies, $50.

NOTE.—In the case of a Fifth Class which has been in successful operation under the present regulations, but which, owing to unavoidable causes, the Board of Trustees has been unable to maintain in any one year, the percentage on the value of the equipment may be paid by the Minister, on the recommendation of the Inspector concerned.

(3) On Salaries.

(*a*) When the principal gives instruction to not more than the pupils of the Fourth Form and higher classes, the Legislative Grant on Teachers' Salaries shall be apportioned on the following bases:

For Rural Schools.

10 per cent. of the excess of the principal's salary over $300 in addition to the 40 per cent. from the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, $30.

For Urban Schools.

30 per cent. of the excess of the principal's salary over $400 in addition to the 40 per cent. from the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, $60.

For Urban and Rural Schools.

30 per cent. of the excess of the Principal's salary over $600. Maximum Grant, $120.

(*b*) In the case of other fifth classes, the Legislative Grant on Teachers' Salaries shall be apportioned on the following bases:

For Rural Schools.

5 per cent. of the excess of the teacher's salary over $300 in addition to the 40 per cent. from the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, $15.

For Urban Schools.

25 per cent. of the excess of the teacher's salary over $400. Maximum Grant, $50.

NOTE.—The Grants on salaries provided under Regulation 15 (3), (*b*) preceding are less than those provided under Regulation 15 (3) (*a*) preceding, because in the former case there may be only one teacher and the amount of time to be given to the fifth class work is less than half.

For Urban and Rural Schools.

30 per cent. of the excess of the teacher's salary over $600. Maximum grant $60.

(4) *On the Grade of the Teachers' Certificates.*

In addition to the Legislative apportionment to rural and urban Public and Separate schools on the grade of the teacher's certificate and the length of his successful experience, the following additional sums shall be paid:

(*a*) $20 in the case of a teacher who, in addition to at least a permanent Provincial Second Class certificate, holds a Degree in Arts from a British University.

(*b*) $40 in the case of a teacher who, in addition to at least a permanent Provincial Second Class certificate, holds the academic qualifications of a High School specialist or a Degree in Arts from a British University, with at least second class honours (67 per cent.) in a department recognized by the Minister of Education.

(*c*) When the teacher has taught during the preceding year with the certificate specified in (*a*) or (*b*) above for less than the year but for at least a term, half of the above grant shall be paid in each case.

(*d*) The status and the competency of the teacher shall in each case be attested by the Inspector of Continuation, Public, or Separate Schools as the case may be.

THE DISTRICTS.

General Regulations for both Continuation Schools and Fifth Classes.

18. The yearly apportionment by the Minister of Education of the Legislative Grant to each Continuation School and Fifth Class in the Districts shall be twice the total of the sums apportioned on the different bases set forth above in the case of each grade in the organized counties.

NOTE.—No county equivalent is available in the districts.

Memorandum for Inspectors and Presiding Officers. Re Midsummer Examinations, 1908.

(Instructions No. 6.)

High School Entrance Examination.

The number of candidates in charge of one Presiding Officer at the High School Entrance Examinations shall not exceed forty, and under no circumstances shall two candidates be allowed to sit at the same desk.

The results shall be reported at the earliest possible moment, and not later than July 20th. If the Entrance Board is itself unable to overtake the work within the time specified, it shall appoint legally qualified teachers (see the High Schools Act, sec. 41 (3)) to assist it in reading the papers, so that the returns may not be unduly delayed. None but legally qualified teachers may take part in reading the answer papers. (Addition to Regulation 23 (1).)

Model School Entrance Examination.

The Presiding Officer will notify all candidates that for the examination in Geometry they will require a graduated ruler, a pair of compasses and a protractor.

He will also notify candidates that in the Art paper there will be an option between pencil work and brush work, and if a candidate desires to take the brush work he should provide himself with the necessary brushes and colours.

Examinations for Entrance into the Normal Schools and for Junior Matriculation.

The Presiding Officer will notify all candidates that for the examination in Geometry they will require a graduated ruler, a pair of compasses, and a protractor.

The papers in Arithmetic, Grammar, and Geography which are marked "for Third Class Certificates" are to be taken only by those candidates who have already passed the Model School professional examination but have not secured their academic or Junior Teachers' standing and who desire Third Class certificates under the Regulations in force in 1907. Candidates for entrance into the Normal Schools will not take these three papers.

The Universities of Toronto, Queen's, and McMaster do not require their matriculants this year to write on Arithmetic and Grammar, but as other registering bodies have not as yet signified their intention of following this example, papers in these subjects are provided for those who may require them.

Honour Matriculation.

Practical Examination in Biology.

The papers in Botany and Zoology for entrance into the Faculties of Education are different from those for the Honour or Scholarship Matriculation.

Candidates for Honours or for Scholarships who include Biology in their course will have practical work. The material for this work will be forwarded in due time from the Education Department and will consist of two plants, a microscopical section, and an animal.

Botany.

Give out Part A of the Botany paper with the plant designated A at 1.30 p.m. The plant A is to be identified by means of the flora. Thirty minutes are to be allowed for this operation. Then the text-books are to be taken from the candidates, and Part B of the Botany paper with the plant designated B and the microscopic section distributed. Each candidate is to be allowed the use of a compound microscope for thirty minutes during this second period.

The plant is delivered in weak alcohol and in bottles. The candidates are to receive these specimens in water in their dissecting trays, that they may not become dry before examination. *This is important.*

The plant B is also provided in alcohol and is to be studied *in water*

Zoology.

Give out the Zoology paper with the animal.

The animal is furnished in weak alcohol, and is to be examined by the candidates in the water of their dissecting trays.

If, by any defect in the arrangements for the examination, the candidates are without dissecting dishes, in which water may be provided, all the material, animal and vegetable, furnished in bottles, is to be soaked for ten minutes in water before distribution.

The bottles and boxes used for the conveyance of the material for the examination are to be returned to the Education Department.

Scholarship Candidates.

Presiding Officers are reminded that all the answer-papers written by a *Scholarship candidate*, no matter upon what subject or examination, should be returned in one parcel at the close of the Scholarship examination, each in its own particular kind of envelope; his name should be entered and all his papers should be checked upon the special Scholarship tally-list.

Appeals.

Principals, Inspectors, and candidates are notified that appeals regarding the academic (non-professional) examinations for entrance into the Model and Normal Schools must be forwarded to the Minister of Education *not later than August 1st* in the case of the Model Schools and *September 1st* in the case of the Normal Schools, in order that they may be settled before the opening of the respective schools. Appeals regarding Matriculation and entrance into the Faculties of Education will be received up to September 15th, after which no appeal should be sent in.

Each appeal should be made on a separate sheet of paper, the full name of the candidate, with the name of the examination centre at which he wrote should be clearly stated, and the required fee of two dollars enclosed. Careful attention to these particulars will greatly aid the Department in having the results of the appeals announced at an early date.

As each case of failure is read by two examiners before being finally decided, there is but little use in appealing unless there is very strong reason to believe that a mistake has been made.

Medical Certificates.

Medical certificates which are not sent in at the proper time are not considered when settling results. (See Instructions 5, page 3 (15) and page 7 (*e*).)

Education Department,
Toronto, June 17th, 1908.

Approved Schools.

(Circular No. 9.)

To Boards of Trustees and the Principals of High and Continuation Schools and Collegiate Institutes.

The scheme of "Approved Schools" will go into full operation in September. It will, accordingly, be expedient for the Principals of High and Continuation Schools and Collegiate Institutes to consider carefully the conditions of approval as outlined in Circular 19 (October, 1907), and amplified in Circular 12 (January, 1908). Special attention is now called to the most important requirements of the scheme, and some directions are given with a view of aiding the Inspectors and the Principals in making it effective:

(1) The Accommodations of the school, especially the laboratory provision for the teaching of Science, shall be both adequate and suitable.

(2) The Equipment shall be at least the minimum prescribed in Regulation 30, (3), and Regulation 34, for new High Schools; that is, for Library, $300; for Scientific Apparatus, $300; for Maps, Charts, and Globes, $50; for Art Models, $50.

(3) The staff, which shall consist of at least two members, shall be duly qualified and competent to teach the subjects under their charge. In particular, the teachers in charge of the Reading, Writing, Spelling, Book-keeping and Business Papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration of the Lower School, shall be so adjudged by the Inspector.

(4) The organization of the whole school shall meet the demands of the Regulations and the necessities of the situation. Schools in which any of the Forms are so large as to interfere with the efficiency of the teaching, shall not be approved. While suitable subjects may receive more stress at one time than at another, the system of "intermitting" should not be practised in the case of any of the nine subjects enumerated in (3) immediately preceding. In Art and Science, in particular, a proper sequence should be observed in taking up the details, and pupils who are promoted during the school year should have an opportunity of completing the parts of the courses they may have omitted.

In order to reduce the pressure in the Lower School, Reg. 40 (2), p. 9, of Circular No. 19, Oct., 1907, is now modified as follows:

The minimum time prescribed for Elementary Science shall be:—

(*a*) For Biology, a lesson in each year of the Lower School, of thirty minutes every day during the months of September and October and from the beginning of April to the end of June; or the equivalent thereof.

(*b*) For Physics and Chemistry, a lesson, in each year of the Lower School of thirty minutes three times a week, or the equivalent thereof, during the rest of the school year.

(5) The courses in Botany, Zoology, Physics, and Chemistry shall be taken up practically throughout. A recent investigation among the prospective teachers in the Faculties of Education and the Normal Schools has revealed an unsatisfactory condition of affairs in the matter of practical work in Science done by the pupils, especially in Physics, in all the forms of a very large number of the High and Continuation Schools and Collegiate Institutes of the Province. Regulation 2 (2), (*b*) of Circular 19, Oct., 1907, provides that the official form of application for admission to the Entrance

Examination of any of the professional training schools shall include a certificate signed by the Principal that the candidate has taken up practically the course in Science. It is the duty of each School Board to provide adequate equipment and accommodations and of the Science Master to comply with the foregoing requirements. Without these, the Principal cannot give the certificate.

(6) The pupils' work in Art, Science, and Book-keeping shall be satisfactory. The complete Exhibits of the school year (September to June) in these subjects should be collected by the Principal and held for the Inspector's examination and rating. The pupils' work of the current year should also be ready for separate inspection. In Art and Science all Exhibits should indicate by an intelligible system of dating, when the work was done; and the sheets submitted for examination should, as far as possible, be arranged in the order in which the work was accomplished. Care should be taken to keep separate the first year work and the second year work of each pupil.

(7) Special attention should be given to Reading and Writing.

There is unfortunately good ground for believing that, under the examination system, these subjects have not hitherto received the attention their importance demands.

Regulation 40, (1), should be closely followed:

The average minimum amount of time to be devoted each week to Reading shall be two lessons of thirty minutes each for two years in the Lower School, the average number of pupils in each class being not more than twenty-five and the time being increased or diminished when the average in the class is greater or less than twenty-five. Reading shall also be taken up systematically in connection with English literature.

Regulation 39, (4), with respect to the obligatory status of Writing (as separate from Book-keeping), should also be closely followed, proper methods of instruction should be observed; and the work should be continued throughout the first year or until the pupils have acquired a graceful legible business hand.

As to Spelling: The Principal should by adequate tests determine to what extent special instruction may be necessary.

(8) As the work of inspection during the past year has revealed in a large number of schools grave deficiencies in one or more of the requirements outlined above, the Principal should in September organize classes for those pupils of the Middle School who may not have thoroughly completed the courses prescribed in Regulation 6 (Circular 19). Here the Principal may be reminded that the transference to the Normal Schools of the Special Middle School Courses for Teachers in the subjects of English Grammar and Arithmetic and Mensuration will make it possible for him to supplement deficiencies in Lower School subjects.

(9) Hereafter pupils who enter Approved Schools from Non-approved Schools should not receive standing in the Approved School on the basis of their former standing in the Non-approved School. The Principal of the Approved School should require such pupils to pursue under his supervision the full Lower School Course in the enumerated subjects unless after investigation and examination he finds in exceptional individual cases that credit may safely be given for work in the Non-approved School.

(10) It must be clearly understood that the Departmental approval of a School gives neither approval nor standing to any of its pupils. The Principal of an Approved School is the sole arbiter of the standing of individual pupils. It is not necessary that the privileges conferred by the

Departmental approval should be acted upon. It is, however, necessary that, if they are acted upon, the Principal shall take the responsibility of recommending individual pupils under the Approved School System. The Principal's responsibility may, however, be rendered less irksome, if, as occasion may arise, he reports backward or careless pupils to their parents or guardians, who also have an important responsibility in any scheme of education.

Private Schools.

On application to the Deputy Minister of Education, Private Schools may be approved if, on inspection, they comply fully with the conditions set forth above and in Circular 12, Jan., 1908, and Circular 19, Oct., 1907, for High and Continuation Schools and Collegiate Institutes. For the school year of 1908 to 1909, such reasonable consideration will be shown these schools as is not inconsistent with the efficient working of the scheme. A fee of $25, payable in advance, will be charged for inspection; but, in the case of approval, the fee will be returned.

High School Inspection.

For over twenty years the work of High School inspection has been carried on by two officers, although, during that period, the number of pupils and of teachers has more than doubled. In order to increase the efficiency of the work, a third Inspector has just been appointed. With three Inspectors, not only can more time be given to the ordinary work of inspection, but the Inspectors will be able to examine classes, especially the classes which come directly under the Approved School Scheme. The policy of the Education Department is to reduce the evils that accompany any examination system and to increase the influence of the Teacher and the Inspector. In the administration of the system, just and reasonable consideration will be shown where such consideration is expedient; but it should be clearly understood that the allowances which were made during the last school year will not be continued, and that Regulations which have been made for the advancement of education will now be duly enforced.

Education Department,
August, 1908.

Examinations, 1909. Prescribed Texts.

(Circular No. 58.)

High School Entrance Examination.

Selections for Memorization.

Ontario Fourth Readers.

VII. Boadicea; XIV. Lament of the Irish Emigrant; XXIX. For a' That and a' That; XLVI. Lead Kindly Light; LIV. Lochinvar; LXXXIII. The Influence of Beauty; Sonnet--Night (page 302); CV. Elegy Written in a Country Churchyard.

Canadian Catholic Fourth Readers.

VI. Lead, Kindly Light; X. Flow Gently, Sweet Afton; XXXV. Step by Step; LI. Song of the River; LIII. As I came Down from Lebanon; CI. Inscription for a Spring; CXV. The Bells of Shandon; CXVIII. Elegy Written in a Country Churchyard.

Model School Entrance Examination.

English:—Coleridge, The Ancient Mariner; Worsworth, Michael, Influence of Natural Objects, Nutting, Expostulation and Reply, The Tables Turned, The Solitary Reaper, Ode to Duty, Elegiac Stanzas, To the Rev. Dr. Wordsworth, "She was a phantom of delight," To the Cuckoo, The Green Linnet, "Bright flower! whose home," To a Skylark ("Ethereal minstrel! pilgrim of the sky!"), Reverie of Poor Susan, To my Sister, "Three years she grew," September, 1819, Upon the same Occasion, and the following twelve sonnets:—"Two voices are there," "A flock of sheep that leisurely," "Earth hath not anything," "It is not to be thought of," "Fair star of evening," "O friend, I know not," "Milton, thou shouldst," "When I have borne in memory," "Brook! whose society," "Scorn not the sonnet," "Tax not the royal saint," "They dreamt not of a perishable home."

Normal School Entrance Examination.

English:—Coleridge, the Ancient Mariner; Wordsworth, Michael, Iufluence of Natural Objects, Nutting, Expostulation and Reply, The Tables Turned, The Solitary Reaper, Ode to Duty, Elegiac Stanzas, to the Rev. Dr. Wordsworth, "She was a phantom of delight," To the Cuckoo, The Green Linnet, "Bright flower! whose home," To a Skylark ("Ethereal minstrel! pilgrim of the sky!"), Reverie of Poor Susan, To my Sister, "Three years she grew," September, 1819, Upon the same Occasion, and the following twelve sonnets:—"Two voices are there," "A flock of sheep that leisurely," "Earth hath not anything," "It is not to be thought of," "Fair star of evening," "O friend, I know not," "Milton, thou shouldst," "When I have borne in memory," "Brook! whose society," "Scorn not the sonnet," "Tax not the royal saint," "They dreamt not of a perishable home;" Shakespeare, Merchant of Venice.

Latin:—Cæsar, Bellum Gallicum, Book IV., chaps. 20-38, and Book V., chaps 1-23; Virgil, Æneid, Book II., vv. 1-505.

Faculty of Education Entrance Examination.

English:—Coleridge, The Ancient Mariner; Wordsworth, Michael, Influence of Natural Objects, Nutting, Expostulation and Reply, The Tables Turned, The Solitary Reaper, Ode to Duty, Elegiac Stanzas, To the Rev. Dr. Wordsworth, "She was a phantom of delight," To the Cuckoo, The Green Linnet, "Bright flower! whose home," To a Skylark, ("Ethereal minstrel! pilgrim of the sky!"), Reverie of Poor Susan, To my Sister, "Three years she grew in sun and shade," September, 1819, Upon the same Occasion and the following twelve sonnets:—"Two voices are there," "Scorn not the sonnet," "A flock of sheep that leisurely," "Earth hath not anything," "It is not to be thought of," "Fair star of evening," "O friend! I know not," "Milton! thou shouldst," "When I have borne in memory," "Brook! whose society," "Tax not the royal saint," "They dreamt not of a perishable home;" Shakespeare, Merchant of Venice, Henry IV., Part I.

Latin:—Cæsar, De Bello Gallico, Books I. and II.; Horace, Odes, Book, I., 1, 2, 5, 6, 10, 14, 22, 24, 31, 34, 35, 38; Book II., 3, 10, 14, 15, 16, 18; Book III., 1, 2, 3, 4, 5, 13, 21, 24, 25, 29, 30; Book IV., 2, 4, 5, 7, 15.

Virgil, Æneid, Book II., vv. 1-505; Cicero, Pro Lege Manilia.

Greek:—Xenophon, Hellenica (Philpotts' Selections, sections I. and II.); Homer, Ilaid I., 1-350; III., 121-244; VI., 66-118, and 237 to the end; Odyssey VI. and IX.

French:—Lamennais, Paroles d'un croyant, Chaps. VII. and XVII. Perrault, le Maître Chat ou le Chat botté; Dumas, Un nez gelé, and la Pipe de Jean Bart; Alphonse Daudet, la dernière Classe, and la Chèvre de M. Seguin; Legouvé, la Patte de dindon; Pouvillon, Hortibus; Loti, Chagrin d'un vieux forcat; Molière, l'Avare, Acte III., sc. 5 (Est-ce à votre cocher . . . sous la mienne); Victor Hugo, Waterloo, Chap. IX.; Rouget de l'Isle, la Marseillaise; Arnault, la Feuille; Chateaubriand, l'Exilé; Théophile Gautier, la Chimère; Victor Hugo, Extase; Lamartine, l'Automne; De Musset, Tristesse; Sully Prudhomme, le Vase brisé; La Fontaine, le Chêne et le Roseau.

Labiche, le Voyage de monsieur Perrichon; Mérimée, Quatre Contes, ed. by F. C. L. Steenderen (Holt & Co.).

German:—The texts contained in the High School German Reader. Baumbach, Waldnovellen; Zschokke, Der tote Gast.

Education Department, July, 1908.

Text-Books Authorized for Use in Public Schools and High and Continuation Schools.

(Circular No. 14.)

1. *Until the midsummer vacation of 1909, but only for the schools in which they are now in use, the text-books named in Schedule A below shall be the authorized text-books for Public Schools; and those in Schedule B, for the Lower and Middle Schools of Continuation and High Schools and Collegiate Institutes; except where the use of any of said text-books is otherwise limited in said Schedules.*

(2 (*a*) Books authorized for Public Schools may be used in the Lower School of High and Continuation Schools and Collegiate Institutes.

(*b*) Books authorized for use in the Lower School of the High Schools may be used by pupils taking the corresponding subjects of the Fifth Forms of the Public Schools.

3. For the High School Upper School, for Technical courses, and for more advanced work than the First Special Course in the Commercial Departments of the High and Continuation Schools and Collegiate Institutes, any books recommended by the Principal may be used with the approval of the Board of School Trustees.

4. Any text-books used in any school before the 1st of July, 1905, and recommended by the resolution of the Board of School Trustees on or before the September following to be continued in use in its school, shall be deemed as authorized in such school until the Midsummer vacation of 1909 only.

5. For Religious Instruction, the Sacred Scriptures, or the Selected Scripture Readings of the International Bible Reading Association, or the Scripture Readings adopted by the Department of Education, shall be used as prescribed by the Regulations of the Department of Education, and as may be determined by the Board of School Trustees.

Note.—*It is expected that text-books will be ready in time to replace those the authorization of which will cease as provided herein.*

Schedule A.

Public Schools.

Ontario Readers:	For the First Reader, Part I.....	5 cents.
	For the First Reader, Part II.....	7 cents.
	For the Second Reader	9 cents.
	For the Third Reader	13 cents.
	For the Fourth Reader.....	15 cents.

The Publisher selling to any purchaser for use in Ontario shall allow the following discounts on the Ontario Readers:

(1) On one or more copies of any book, 25 per cent. off the prescribed retail price.

(2) On quantities of the value of $250.00 and upwards at retail prices (the said purchase being made of any quantity of any or all of the said books and in any proportion the purchaser may desire), 25 per cent. off the prescribed retail price, and an extra 10 per cent. thereafter.

A Modern Phonic Primer, Part I.	$0 10
A Modern Phonic Primer, Part II.	0 15

The Public School Phonic Reader, Part I, (*authorization terminates November 1st, 1909*)	0 10
Public School Phonic Primer, Part II.	0 15
High School Reader	0 50
Public School Arithmetic	0 25
Public School Algebra and Euclid	0 25
Public School Geography or Morang's Modern Geography	0 75
Our Home and its Surroundings (for Junior classes)	0 40
Rose's Public School Geography	0 75
Public School Grammar	0 25
Morang's Modern English Grammar	0 25
Public School History of England and Canada	0 30
History of Dominion of Canada (Fifth Form)	0 50
Duncan's Story of the Canadian People	0 50
Weaver's Canadian History	0 50
Public School Drawing Course, each number	0 05
Public School Physiology and Temperance	0 25
Public School Copy Book	0 07
Public School Writing Course	0 07
Practical Speller	0 25
Ontario Copy Books	(See Note below).
Public School Bookkeeping	0 25
Public School Agriculture	0 30
Public School Domestic Science	0 50

NOTE.—(1) *The Ontario Copy Books which are being prepared by the Education Department will be ready early in October. The price will then be announced.*

(2) *A manual of exercises for securing freedom and control of movement as well as accuracy of form is in course of preparation for schools in which copy books are not used.*

French-English Readers.

First Reader, Part I.	0 10
First Reader, Part II.	0 15
Second Reader	0 25
Third Reader	0 35

German-English Readers:

Ahn's First German Book	0 25
Ahn's Second German Book	0 45
Ahn's Third German Book	0 45
Ahn's Fourth German Book	0 50
Ahn's First German Reader	0 50

Schedule B.

High and Continuation Schools and Collegiate Institutes.

English.

High School Reader	0 50
The Principles and Practice of Oral Reading	0 50
High School English Grammar	0 75
High School English Composition	0 50
Elementary English Composition (Sykes)	0 40
High School Composition from Models	0 75

History and Geography.

High School Geography (Chase)	1 00
Morang's Modern Geography	0 75
High School History of England and Canada	0 65
Wrong's The British Nation	1 00
Myers' Ancient History—Greece and Rome—Canadian Edition	0 75
Botsford's Ancient History for Beginners	1 00
History of the Dominion of Canada (Clement)	0 50

Mathematics.

High School Arithmetic	0 60
Arithmetic for High Schools (De Lury)	0 60
High School Algebra	0 75
Elements of Algebra (McLellan)	0 75
Hall and Knight's Junior Algebra (*authorized for any school until the midsummer vacation of 1915*)	0 50
Elementary Plane Geometry (Baker)	0 50
Geometry for Schools, Theoretical (Baker)	0 75
High School Euclid, by J. S. McKay, *or* by A. C. McKay and R. A. Thompson (Books I., II., III., 50 cents)	0 75

Classics.

Robertson and Carruthers' Latin Lessons for Beginners (*authorized for any School until the midsummer vacation of 1915*)	0 60
First Latin Book and Reader	1 00
Primary Latin Book and Reader	1 00
Hagarty's Latin Grammar	1 00
White's First Greek Book (*authorized for any School until further notice*)	1 25
High School Beginner's Greek Book	1 50

Moderns.

High School French Grammar and Reader	1 00
High School German Grammar and Reader	1 00

Science.

High School Physical Science, Part I., 50 cents; Part II.	0 75
High School Chemistry	0 50
High School Botany, Part II.	0 60

Bookkeeping and Drawing.

High School Bookkeeping	0 60
Commercial Course in Practical Bookkeeping (Dickinson and Young)	0 40
High School Drawing Course—Each number	0 10

NOTE.—*The publisher shall sell direct to any purchaser, for use in Ontario, Robertson and Carruthers' Latin Lessons for Beginners at 48 cents, and Hall and Knight's Junior Algebra at 40 cents, each net.*

Education Department, August, 1908.

Syllabus of Studies and Regulations for Kindergartens.

(Circular No. 25).

The Kindergarten.

The Purpose of the Kindergarten.

1. The purpose of the Kindergarten Course is to prepare the teacher in the theory and the art of organizing, governing, and instructing the pupils of the Kindergarten.

The Kindergarten combines the nurture of the home with the rational discipline of the School, and thus forms the necessary introduction to the Primary School. Through the Songs, Games, and Stories, ideals of right living on the plane of the child's life, are made clear and self-compelling; and, through the Material, the intellectual powers are nourished, the senses are trained, interest is stimulated, constructive imagination is cultivated, and a basis is laid for the formation of good intellectual, moral, and physical habits. The Kindergarten thus preserves the freedom and play spirit of early childhood and at the same time prepares the child to be an intelligent, orderly, and industrious pupil of the school

Training Schools.

2. The Provincial Kindergartens for the training of Directors are situated at Ottawa and Toronto. Any Public School Kindergarten may train Assistants.

Sessions and Terms.

3. The Session of the Kindergarten will begin on the third Tuesday of September and end on the 30th day of June; and will consist of two terms; the first term from the opening of the school until the 22nd day of December, and the second from the 3rd day of January until the 30th day of June.

Grades of Certificates.

4. The Education Department issues two grades of certificates: Assistants' Certificates, valid for two years, and Directors' Certificates, valid during good conduct. No one without a Director's certificate is eligible to take charge of a Kindergarten.

Conditions of Admission for Assistants.

5.—(1) Application for admission to the course of training for Assistants shall be made to the Director in charge of the Kindergarten, not later than the second Tuesday of September.

Each applicant shall send with the application:

(*a*) A certificate from competent authority that she will be at least eighteen years of age on or before the close of the Session.

(*b*) Her certificate of having passed the July Departmental Examination for Entrance into the Normal Schools.

(*c*) A deposit of $5, which will be returned to the teacher-in-training before the end of October, but which will be forfeited if the applicant fails to attend without giving satisfactory notice of withdrawal before the opening of the Training School.

(2) Each applicant on presenting herself at a Training School shall submit to the Director thereof:—

(*a*) A certificate from the Principal of an Approved School that she has completed satisfactorily the subjects of the Lower School prescribed for the Normal School Entrance Examination. Failing this certificate, she shall pass at a Normal School in September immediately before the beginning of the session, the examination prescribed in 5 (3), pp. 4-5 of the Normal School Syllabus of Studies.

(*b*) Proof that she is able to sing, and to play simple music at sight on the piano or organ.

(*c*) A certificate from a clergyman or other competant authority that she is of good moral character.

(*d*) A certificate from a physician that she is physically able for the work of a teacher, and especially that she is free from serious pulmonary affection and from seriously defective eyesight and hearing.

(3) A teacher-in-training who, in the opinion of the Director, is unduly defective in scholarship or in natural aptitude, or whose progress or conduct is unsatisfactory, may be dismissed by the Director at any time during the session from further attendance at the Training School.

Conditions of Admission for Directors.

6.—(1) Application for admission to the course in training for Directors shall be made to the Deputy Minister of Education, not later than the second Tuesday of September, on a form to be supplied by the Department of Education.

(2) Applicants must be the holders of Assistants' Certificates or have a Second Class Professional Certificate.

Certificates and Examinations.

I. *Assistants.*

7.—(1) Any person who attends a Kindergarten for one year and completes satisfactorily the course prescribed for Assistants may, on the recommendation of the Director of such Kindergarten, endorsed by the Public School Inspector in whose inspectorate the Kindergarten is situated, be granted an Assistant's Certificate.

(2) The examination for Assistants shall include four papers:—One on the Theory and Practice of the Gifts, one on the Theory and Practice of the Occupations, one on Songs, Games, and Stories, and one on Methods; each paper valued at 300, and the book work at 1,200.

(3) There shall be one Sessional Examination conducted by the Training Kindergartner, and a final examination conducted by a committee of Directors appointed from the Kindergartners of the Province by the Education Department.

(4) The marks for each paper at these examinations shall be divided as follows: One-fifth of the maximum for the Sessional examination, one-fifth for the Sessional records, and the remainder for the Final examination.

(5) Any candidate who obtains 40 per cent. of the marks in each subject, and 60 per cent. of the total marks, shall be entitled to an Assistant's Certificate.

II. *Directors.*

8.—(1) The holder of an Assistant's Certificate or the holder of a Second Class Provincial Certificate, on attending a Provincial Kindergarten for one year, and on passing the prescribed examinations, may be granted a Director's Certificate.

(2) The examination for Directors shall include six papers, Psychology and the Philosophy of Froebel as embodied in his teaching, History of Education, Theory and Practice of the Gifts and Occupations, Mutter and Koselieder, Nature Study, and Child Study and Methods, each valued at 300.

(3) There shall be one sessional examination and one final examination conducted by the staff and the Principal of the Normal School.

(4) The marks for each paper at these examinations shall be divided as follows: One-fifth of the maximum for each paper at the sessional examination, one-fifth for the sessional records, and the remainder for the final examination.

(5) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded her in these subjects during the Session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching and Observation shall be 900.

(6) In the case of students taking the entire course in one year, a maximum of 1,200 may be awarded for Book-work.

(7) There shall be sessional examinations in Music, Art, and Physical Culture, each valued at 100.

(8) Any candidate who obtains 40 per cent. of the marks in each subject, 60 per cent. of the marks for teaching, and 60 per cent. of the total of the marks, may be awarded a Director's Certificate.

Course for Assistants.

I. *Kindergarten Gifts.*

9. This course shall include the following:—A knowledge of the gifts; their general objects as well as their specialties; how they are graded and why; their connection with other branches of Kindergarten work.

I. *Symbolic Gifts, including the First and Second Gifts.*

A. Theoretical Points for Discussion.

(1) Description of each gift.

(2) Analysis of the first gift:—Plaything; certain class of playthings; why colour, form, size, number, string; language.

(3) Analysis of the second gift:—Plaything; certain class of playthings; why form, size, number, string; language.

(4) Method of presentation and use:—In the first gift: Play method, single object, classification of different possibilities; in the second gift: Play method, from one type to three general types, classification of different possibilities.

(5) Philosophical and pedagogical principles implied:—Unity; self-activity; development; contrast; basis of experience; the concrete, the general to the particular.

(6) Mathematical basis:—Why types; forms suggested by the play defined.

(7) Exercises suggested:—Plays emphasizing activity; plays emphasizing imitation or analogy; plays emphasizing recognition of qualities; twirling games.

(8) Exercises originated by the students.

(9) *Required Reading*:—

Chapter on the Ball, Pedagogics of the Kindergarten, Froebel.
Chapter on Infancy, Froebel's Education of Man.
Chapter on Unity, Froebel's Educational Laws. J. L. Hughes.
Chapter on Symbolism, Symbolic Education. S. E. Blow.
The first and second songs in Blow's Commentaries of the Mother Play.

B. Practical Work.

First Gift:—Not fewer than six typical songs that may be used in connection with the different classes of exercises suggested above, to be submitted in the Gift Book.

Second Gift:—Not fewer than eight typical songs that may be used in connection with the different classes of exercises suggested above, to be submitted in the Gift Book.

II. *Building Gifts.*

A. Theoretical Points for Discussion.

(1) Description of Building Gifts.

(2) Analysis:—Discussion of building activities; race constructive activities; imitative play; organism in playthings; divisible material; number; measure as implied in building; decoration, etc.

(3) Method of presentation and use:—Discussion of sequence; different illustrations of sequence in forms of objects and in forms of beauty, simple relationship, variation of one idea, memory sequence; different kinds of exercises, experimental, imitative, suggestive, memory, dictation, free invention.

(4) Philosophical and Pedagogical principles:—Organic unity; relation of child and race; study of imitation; cause and effect; continuity; concept-making stage.

(5) Mathematical basis:—Solid and surface forms defined; mathematical basis of building problems.

(6) Exercises suggested by the director.

(7) Exercises originated:—Building forms; decorative forms, borders, units.

(8) Required Reading and Quotations:—

Pedagogics of the Kindergarten:—Chapters on the Third and Fourth Plays.

Education of Man:—pages 72 to 79 and 108 to 111.

Commentaries of the Mother Play:—The Weather Vane, The Target, The Carpenter, The Bridge, The Little Artist.

B. Practical Work.

Third Gift:—Four original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Fourth Gift:—Three original sequences in forms of life, not fewer than eight forms in each sequence; three original sequences in forms of beauty, not fewer than eight forms in each sequence.

Building problems for estimating dimensions, not fewer than four problems.

Exercises illustrating balance, surface representation, and communicated motion.

Fifth Gift:—A list of original forms of life, not fewer than twelve; five sequences of beauty and of knowledge; development of square and of triangular prisms.

Suggestions for different kinds of numerical exercises that can be given with the Fifth Gift.

Sixth Gift:—A list of original forms of life, not fewer than six forms; two original sequences in forms of beauty, not fewer than three changes in each sequence; building problems, not fewer than six problems in the list.

Outlines of all exercises and sequences in the practical work with the Building Gifts to be placed in the Gift Book.

III. *Laying Gifts.*

(Tablets, sticks, rings, and seeds.)

A. Theoretical points for discussion.

(1) Analogy or Symbolism.
(2) Picture representation.
(3) Decorative possibilities.
(4) Mathematical basis.

B. Practical Work.

Seventh Gift (Tablets):—Derivation; definition; position of one tablet; relative position of two tablets to each other; mathematical figures that may be produced by combining two tablets; mathematical figures produced by combining three tablets; five life forms with two tablets; five life forms with four tablets; five life forms with eight tablets; two life forms with sixteen tablets.

All forms to be drawn in Gift Book. Each point in the development to be illustrated by any one form of tablet.

Decorative forms (symmetrical design): Three designs emphasizing repetition, as in borders; three designs emphasizing units; two sequences, symmetrical designs; two designs emphasizing *all-over* repeats.

All forms to be drawn in Gift Book, illustrated by any one form of tablet.

Development of geometrical figures to three sizes:—Triangle, square, oblong, rhomboid, rhomb, trapezoid, hexagon, octagon; define each form; illustrate by any one form of tablet; comparison of geometrical figures formed by a given number of tablets of any one form.

Eighth Gift (Sticks):—Not fewer than three forms must be submitted with each of the following combinations:—Combination of sticks into life forms, using four sticks, even lengths; combination of sticks into life forms, using eight sticks, even lengths; life forms with sixteen sticks; life forms using sticks of any length.

All forms to be drawn in the Gift Book.

Decorative design:—Three designs emphasizing repetition as in borders; three designs emphasizing units; two sequences, symmetrical design.

Ninth Gift (Rings):—Relative position of one large and one small ring to each other; exercises in the discovery of the relative position of the different sizes of rings to one another, one ring of each size; relative position of two half-rings to each other; relative position of one half-ring and one whole ring to each other; life forms with five rings, not fewer than three to be drawn; life forms with ten rings, not fewer than three to be drawn; life forms with four half-rings, not fewer than three to be drawn; miscellaneous forms of life with rings, half-rings and quarter-rings, not fewer than three to be drawn; symmetrical designs using rings, half-rings and quarter-rings, not fewer than three forms; miscellaneous forms using rings, half-rings, quarter-rings, and sticks of any size, two forms.

II. *Kindergarten Occupations.*

10. This course shall include a knowledge of the Froebelian Occupations, and their connection with other branches of tree work.

Theoretical points for discussion.

(1) Description of each Occupation.
(2) Fundamental basis of each Occupation.
(3) Relation to race activities.
(4) Art basis.
(5) Relation of each Occupation to the harmonious growth of the child.

Practical work to be submitted in Occupation Book.

1. *Sewing.*

Illustrations required in sequence of Sewing.

First Development.

The square, the objective point.

Straight Lines.

(1) Straight lines of one length.
(2) Variations in position.
(3) Variations in length.
(4) Horizontal lines of one length.
(5) Horizontal lines, variations in position.
(6) Horizontal lines, variations in length.
(7) Right angles, repeat the order in numbers 1, 2, and 3, above.
(8) Square, repeat the order in numbers 1, 2, and 3, above.

Other forms of development:—Oblong, repeating the above order; square on the diagonal, oblique lines, first degree, repeating the above order; rhombus, oblique lines, second degree, repeating the above order; miscellaneous combinations, the student indicating the combination used, and repeating to the third point as above.

Sewing Inventions.

General Plan:—(*a*) From a centre; (*b*) a border; (*c*) an "all over" design.

Forms of invention:—Vertical lines of one length following the general plan; one in vertical lines of all lengths following the general plan; one in vertical and horizontal lines of one length following the general plan in

(*a*) and (*b*); one in vertical and horizontal lines of all lengths combined, following the general plan in (*a*) and (*b*); one in vertical, horizontal and slanting lines of one length, following the general plan in (*a*), (*b*), and (*c*); three inventions in any form using all the elements (vertical, horizontal and slanting lines of squares and oblongs); of any length, following each part of the general plan.

2. *Drawing.*

Combine five vertical lines from one to five lengths into a triangle; repeat this triangle in four different positions; combine these four triangles into (1) a solid figure, (2) a hollow figure, (3) two intermediate figures; from the solid and hollow figures form four limbs: first limb, placing the lower half of the solid figure below the lower half of the hollow figure; second limb, placing the upper half of the solid above the upper half of the hollow figure; third limb, placing the right half of the solid to the right of the right half of the hollow figure; fourth limb, placing the left half of the solid to the left of the left half of the hollow figure; combine these four limbs into a large solid figure; reversing the position of the limbs, combine them into a large hollow figure; make from the four original triangles two twisting figures; make from these twisting figures two limbs, thus: by placing the right half of each figure to the left of the left half of the same figure; make two large figures by using such of the limbs twice. In the first figure the original solid will appear; in the second figure the original hollow will appear.

Apply these directions to any three of the following elements:—Horizontal lines, right angles, slanting lines of the first order, slanting lines of the second order, slanting lines of the first and second order, slanting lines of all orders, half circles, circles.

Drawing Inventions.

Types of Inventions:—Vertical and horizontal lines of one length, one form of life, and one form of beauty; vertical and horizontal lines of all lengths, one form of life, one form of beauty; slanting lines, first order, all lengths, one form; slanting lines, all orders, all lengths, one form; right isosceles triangles, all sizes, one form of life, two forms of beauty; equilateral triangles, all sizes, one form of beauty; two inventions in half-circles, one border form; two inventions in circles, one border form; one invention in quarter-circles, half-circles, and circles combined, all sizes.

3. *Art Work.*

Simple lines of pictorial composition to be applied to all work, *e.g.*, the paper on which a drawing is to be made should suit it in size and proportion: attention to be paid to variety in space-division.

The following mediums should be used:—Brush and ink, water colours, crayons, charcoal, and soft lead pencil.

Types of Work:—Nature drawing including the drawing of grasses, sprays of leaves and flowers, and fruit on the branch; landscape; figure pose; animal studies; still-life studies, including common objects, single and in groups; pictorial illustrations; design: (*a*) The decorative treatment of nature and other studies, making a clear distinction between this treatment and pictorial drawing; (*b*) the making of units of abstract "spots" and "spots" derived from nature, using in surface and borders; colour schemes from nature; colour harmonies and their discovery in nature; application of colour harmonies to design.

Colour Book.

The following classification of colour with definitions, to be shown with surface paper:—Scale of standard colours; scale of tones of one colour; scale of relative hues; contrasted, dominant, analogous, complementary, and perfected harmonies.

Illustrations to be mounted on grey cardboard.

Book of Reference.—

Mark M. Maycock: A Class Book of Colour, Teacher's edition.

4. *Weaving.*

Two movements in weaving:—(1) Following the lines of the warp to give vertical effects; (2) varying from the vertical by a movement right or left on the line of the warp to produce diagonal effects.

First Series:—Vertical effects, regular combinations as one and two, three and two, two and four, etc.

Second Series:—Variations from this basis, producing stripe or bar, as two and one and one, three and one and one and one, three and three and one and one, not fewer than eight mats in the series.

Third Series:—Diagonal effects, using basis of first and second series for these, with possible variations in position, as right to left, left to right, etc., not fewer than ten mats in this series.

Miscellaneous Mats:—Borders, four mats; all over repeats, four mats; units of design, two mats; conventional repeats, two mats.

Note.—Complementary, contrasted, dominant, and analogous harmonies should be used with these.

5. *Folding.*

Salt-cellar ground form:—Salt-cellar, star, king's crown, queen's crown, paper box, satchel; and original sequence of life forms suitable for children four years of age; five or more inventions in life forms in the salt-cellar ground form; eight inventions in forms of beauty from the salt-cellar ground form; double salt-cellar ground form; cap, muff, boots, bobbin, shirt, trousers; inventions in life forms from the double salt-cellar ground form; table-cloth ground form; table-cloth, table handkerchief case windmill, vase, boat with sail, chicken, double boat, boat with box, close box, picture frame, mirror, chinese junk; the table-cloth ground form, an original sequence of life forms suitable for children six years of age, not fewer than six; five sequences of forms of beauty, showing hexagons, trapeziums, in two positions, rhomboid, rhomb; original inventions from the table-cloth ground form, twelve or more; a series of forms from the triangular basis, not fewer than eight.

Encourage the repetition of one form in a mosaic.

6. *Cutting.*

Forms:—Right isosceles triangle, the ground form, a logical sequence of not fewer than eighteen figures; equilateral triangle, the ground form, a logical sequence of not fewer than twelve figures; freehand cutting, not fewer than twelve figures.

7. *Pease Work.*

Forms:—With one stick, a list of objects not fewer than five; simple life forms, using two, three, and four sticks, without enclosure of space; four life forms from each of the quadrilaterals; one or more life forms from each of the triangles; one or more life forms from each prism; one form of beauty from each of the following figures: Square, triangle, pentagon, hexagon, octagon.

8. *Modelling.*

Typical forms, the other forms to be evolved in logical process from the sphere:—Sphere, oblate spheroid, prolate spheroid, ovoid, cube, cone, frustum, conoid, cylinder; one form to be modelled from an object based on each of the above types; one form, free invention, based on each of the above types; three miscellaneous inventions made large, such as a vase, a fruit basket, fruit, an animal.

III. *Songs and games.*

11. Songs and Games:—This course shall include a study of the general objects of the songs and games from Froebel's standard as indicated in the Mother Play, using the following songs as types:—The Taste, Naming the Fingers, The Bird's Nest, The Two Gates, The Little Gardener, The Carpenter, The Light Bird, The Knights, and The Good Child.

Theoretical Points for Discussion.

(1) The significance of gestures.

(2) The principles by which teachers should be guided in the selection of songs and games.

IV. *Stories.*

12. Candidates should be qualified to explain the value of stories, to classify them, and to show by what principles they should be guided in their selection.

V. *Nature Study.*

13. This course includes the following:—A knowledge of the meaning of Nature Study and of its scope; the study of Froebel's Methods (see commentaries on the Bird's Nest, The Two Gates, The Little Gardener); a review of the elementary Science course prescribed for the Lower and Middle Forms of the High School, for the purpose of a deeper sympathy and a clearer understanding of Nature through a study of the underlying laws of her development, such as adaptation of structure to habit and environment, the interdependence of things in Nature, etc.

Frequent excursions should be taken to suitable places where the materials of Nature Study can be observed and studied in their natural environment; and the habit of keeping records of observation should be established.

Book of Reference.—

Hodge: Nature Study and Life.

VI. *Methods.*

14. This course includes an elementary explanation of the processes of mental development, with practical application to the exercises of the Kindergarten; and a study of the life of Froebel.

References.—

E. Wiebé: Paradise of Childhood.

Courthope Bowen: Froebel.

Note.—The references to the Mother Play are not intended to cause the Assistants to make an intensive study of this work. They are merely suggestions to the trainer for developing Froebel's methods of teaching.

VII. *Physical Training.*

15. The special object of the course in Physical Culture is to enable the teacher to make proper provision for the physical training of her pupils. With Physiology and Hygiene (School and Personal) as a basis, it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movement. To this end the teacher-in-training should be made familiar with the German, Swedish, French (Delsarte), and American systems of physical training. The course includes:—

Breathing exercises: Running, hopping, quick walking.

Leg exercises: Standing position, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges; fencing positions and kneelings.

Arm exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend, movements of raising, swinging, rotation, circling, flexion, and intension.

Neck and trunk exercises: Flexion, extension, and rotation.

Free exercises: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

Tactics: Facings and steppings; marching in various formations of rank, file, column, etc.; fancy steps, following and changing steps, etc.; running.

Special exercises for correcting the individual defects that may be found among children.

Recreative gymnastics, or gymnastic games; indoor and outdoor games.

Course for Directors.

I. *Applied Psychology and the Philosophy of Froebel.*

16. The special object is to give a simple course in Applied Psychology with practical illustrations and to make the student familiar with Froebel's educational principles. The course includes the following topics:—

(1) Aims of education; individual and social phases of education, their relation; the Froebelian ideal of Education.

(2) The educational process, its nature and relation to the end and means of education; development through self-activity; symbolic expression; play as an educational factor.

(3) Psychology: Field of Psychology; methods of psychological enquiry; the use of psychology to the teacher.

(4) Habit: Automatic and reflex action; primary instincts; development of reflexes; formation of habits and the development of motor control; the relation of habit to will; the intellectual and ethical aspects of habit.

(5) Attention: Nature of attention as a process; conditions of attention; forms of attention; discrimination; association; interest, its nature and relation to attention; methods of securing and retaining attention; obstacles to attention.

(6) Apperception and Retention: Meaning of the terms; their relation; mental assimilation, growth and development.

(7) Sensation: Distinctive characteristics of sensation; relation of sensation to knowledge; neural basis of sensation; classification of sensations.

(8) Perception: Distinctive characteristics of perception; genesis and development of perception; training of perception and formation of habits of observation.

(9) Imagination: conditions of re-presentation; distinctive characteristics of imagination; relation of image to idea; mode of operation of imagination; reproductive imagination; productive imagination; training imagination.

(10) Memory: Distinctive characteristics of memory; conditions of retention, recall, recognition; training and development of memory processes.

(11) Conception: Distinctive characteristics of conception; relation of concept and image; the function of language in the formation of concepts.

(12) Judgment and Reasoning: Distinctive characteristics of judgment; relation of concept and judgment; the distinctive characteristics of reasoning; training in judgment and reasoning.

(13) Affective elements of Consciousness: Elementary forms of affection; affection in its relation to sensation, perception, imagination, memory, and reasoning.

(14) Emotion: Distinctive characteristics of emotion; conditions of emotional development; classification of emotions; training of emotions.

(15) Development of the Will: Impulsive and volitional acts distinguished; distinctive characteristics of volition; definition of character; means of character development.

Books of Reference.—

Bett's: The Mind and its Education, $1.00.
Horne: Philosophy of Education.
Froebel: Education of Man.
James: Talks to Teachers.

II. *Gifts.*

17. The special object of this course is to give a knowledge of the educational value of the Gifts and of their practical use in the Kindergarten. The course includes the following topics:—

A study of the Gifts as a whole: types of form, number, and relationship; relation of creative activity in form, number, and relationship; Philosophy embodied in the Gifts; psychological study of Play.

Symbolic Gifts:—First and Second Gifts.

Study of child symbolism and racial symbolism; the meaning of play; First Gift: application of symbolism to the education of little children; practical exercises with students for classification of games; recording good typical exercises in Gift Books. Second Gift: study of the four typical

forms, a basis for clasification, relation to crystalography, relation between force and form; place of the typical fact in the Kindergarten; the law of the Mediation of Contrasts and the method of application in the Kindergarten; the relation of the Second Gift to the child in activity games, in symbolic games, and in games emphasizing form, classification, and construction.

Building Gifts.

This course includes a study of the following:—The investigative instinct in the race and in the child; the building instinct in the race and in the child; the history of the development of architecture in the race; relation of form, number, and balance to creative work; correspondence between Building Gifts and organic development; correspondence between Building Gifts and mental development; method of using the Building Gifts; different types of exercises.

Laying Gifts.

This course includes a study of the following:—Analysis of surface forms; picture making, its significance to the race and the child; psychological and philosophical significance of; method of using the Laying Gifts; different types of exercises.

Books of Reference.—

1. Froebel: *Pedagogics of the Kindergarten.*
2. Froebel: Education of Man.
3. Snider: Play Gifts.

III. *Occupations.*

18. The special object of this course is to give the students a knowledge of the educational value of the Occupations and of their practical use in the Kindergarten. It includes the following topics:—The instinct of creative self-activity, its place in the development of conscious individuality; the analysis of Play and Work, and the process of development from one to the other; study of the Occupations as types of the Arts and Industries of the race; methods of expression, imitation, repetition, contrast, harmony; unity of Life the Goal, (*a*) the necessity of emphasizing a logical process, (*b*) law of contrast and mediation; discussion of methods in the Occupations; the supplementary Occupations, their value and limitations.

Occupation of Cutting.

Basis for Work:—Necessary elements, beauty, utility; sequence necessary to develop the idea of Relationship; methods of expression; repetition, grouping, symmetry, harmony.

Different kinds of cutting:—Froebel's sequence of cutting, valuable for symmetry and sequence; nature and object cutting, illustrating Songs, etc.; free cutting, its value and limitations.

Students work in:—Outline Cutting, with straight lines, with circular lines; flowers, seeds, etc., to be formed into borders; leaf cutting, freehand, of well known leaves, these to be arranged into borders and symmetrical designs; typical trees, used for artistic designing of borders and symmetrical designs; harmony work, dissimilarity united under a common thought, balance in every picture to be observed; landscape work; simple, earth and sky; with one dominant object; use of trees.

Occupation of Sewing.

Sewing, a logical series of creations through lines and the combinations of lines; applications of method to Sewing; imitation, repetition, contrast, symmetry, and harmony in creation; two kinds of cards, those used for borders, those used for figures; points to be noticed in the creation of a series or sequence, spacing, proportion, colour, contrast to mediation.

Borders, how to evolve the series from the children:—Vertical lines, even spacing; vertical lines, broken spacing, (grouping); vertical lines, uneven length, (grouping); combining of vertical and horizontal lines to form a border; combining lines to form squares of different sizes to form a border; slanting lines (pass through the same process as the vertical and horizontal); transforming these into objects of nature and forming them into a border; the borderwork to be followed by symmetrical designing.

IV. *Art.*

19. The special object of Art is to enable the students to teach the Drawing and Colouring in the Kindergarten, to sketch sufficiently to be able to illustrate on blackboard or paper and to broaden their culture through an appreciation of the beautiful in form and colour. The course includes the following topics:—Representation: Frobelian drawing, method of teaching; outline drawing, method of teaching; freehand drawing, method of teaching; how to use the various mediums, pencil, charcoal, crayons, ink with pen and brush; the drawing of flat objects such as leaves, grasses, etc.; the drawing of common spherical, cylindrical and rectangular solids, illustrating the principles of freehand perspective; simple landscapes from nature and imagination; illustrations of Frobelian songs and games.

Water Colours:—Theory of Colour; the solar spectrum; the six standard colours; the intermediate hues; the tints and shades of each colour in graduated scales; the pigmentary theory; primary, secondary, and tertiary colours; complementary colours; colour harmony; dominant, analogous, and complementary; the neutral value scale.

Decorative Design:—Principles that determine the rhythm, balance, and harmony of tones, measures and shapes; borders and surface designs; outlining the development of architecture and ornament.

Picture:—The critical study of a few masterpieces.

Books of Reference.—

Froebel's Education of Man, pp. 75-78; 288-294.
Prang's: Text-books of Art Education, 7 books.
Arthur W. Dow: Composition.
Mark M. Maycock: A Class Book of Colour—Teacher's Edition.

V. *Mother Play.*

20. The special object of the course is a study of the educational principles and practices of Froebel as embodied in the "Mutter and Kose-Lieder." Throughout the course the relation between the Mother Play and other subjects of the curriculum such as Psychology, Child Study, and the practical work of the Kindergarten, should be constantly observed. It includes the following topics:—An analysis of the Mother Play as a whole; the history of its development; the educational aim of the book; its value in the Kindergarten and in the Training School; a detailed study of each typical song, its educational principles and practical application; the development of typical experiences through groups of songs.

Books of Reference.—

S. E. Blow: Mottoes and Commentaries of Froebel's Mother Play.
S. E. Blow: Songs and Music of Froebel's Mother Play.
S. E. Blow: Letters to a Mother.
S. E. Blow: Symbolic Education.

VI. *Stories.*

21. The special object of the course is to enable the students to understand the value of stories, to make suitable selections, and to tell them successfully. It includes the following topics: The educational value of stories; the study of the different classes of stories according to subject matter and suitability to the age of children; the analysis of selected stories; the necessary elements in valuable stories; discussions of the proper use of humour, the negative element, and rhymes; how to tell a story.

Each student shall write two original stories, one subject to be selected by the student and one by the teacher; each student to have a book wherein will be kept lists of typical stories, classified according to the principles of Froebel's Mother Play, including stories for special festivals.

VII. *History of Education.*

22. The object of the course in the History of Education is to widen the professional outlook and rationalize school practice through the discussion of the development and the merits and the defects of educational theories. It presupposes an historical background and discusses movements rather than individuals. The course includes the following topics:—

Outline of the History of Education prior to the Ffteenth Century: This should be a *brief* survey of those conditions and forces which were specially significant in determining later important movements. It should contain concise references to the following topics:—Education in its simplest forms among primitive peoples; the rise of the teaching class and the beginnings of school organization; the aim, organization, content and effect of Spartan, Athenian, and Roman education; the educational theories of Socrates, Plato and Aristotle; the influence of Christian doctrines in educational thought and practice; the early Christian schools; Monasticism and Education; the development of Scholasticism; organization and influence of the early Universities; the educational system of Chivalry; the influence of Saracen learning.

The Renaissance: The leading tendencies of the Renaissance as a movement; the origin of these tendencies; conditions favouring the development of the movement; its history in Italy and in Teutonic countries; the work of Petrarch, Boccaccio and the Byzantine Greek teachers; the effects of the Renaissance in determining educational ideals and practice; the content and method of earlier and later humanistic education; educational leaders of the humanistic movement; the work and influence of Vittorino da Feltre, Erasmus, Ascham, and Sturm; the influence of the Renaissance on the organization of the schools; typical humanistic schools, the German gymnasium, the English Public School, and the Colonial grammar School.

Reformation and Counter-reformation: Relation of the Reformation to the Renaissance; the reformation movement in its relation to the development of elementary and secondary education in Europe; Luther and elementary education in Germany; rise of state supported and controlled systems of education; the educational tendencies of the counter reformation; the edu-

cational works of the Jesuit order; subject matter, method and organization in Jesuit schools; training of teachers in the Jesuit order; the Port Royal schools; their aim, organization, curriculum, and methods; their influence; the Christian Brothers and elementary education in Roman Catholic countries.

Realistic Education: The development of Realism as an educational movement; its relation to Humanism; humanistic realism as represented by Rabelais and Milton; social realism as represented by Montaigne; sense-realism as represented by Ratich, Bacon, Mulcaster and Comenius; Bacon's "new method" for the discovery of truth; the influence of his theories on education; Comenius' conception of the purpose, content, method and organization of education, compared with modern ideals; brief account of his life and works; his place in education.

Disciplinary Conception of Education: Essential features of the modern disciplinary conception of education; its origin; strength and weakness of the theory; the educational theories of John Locke; his relation to disciplinary education and to later movements.

Education according to Nature: Relation of naturalistic tendencies in education to previous movements and to the condition of the times; history of the development of these tendencies; examination of Rosseau's educational theories as developed in the "Emile;" permanent results of his influence.

Modern Educational Theories: The Psychological ideal as represented in Pestalozzi; character and significance of the Pestalozzian movement; brief account of the life and works of Pestalozzi; formulation of his educational principles; his influence on education; the Herbartian movement; its relation to Pestalozzianism; Herbart's conception of the purpose, the means and the method of education; the doctrine of the correlation of studies; general characteristics of the Froebelian movement; brief account of Froebel's life and work; his educational theories as embodied in the Kindergarten; his influence on educational practice.

Scientific tendencies in education; theory of education as formulated by Herbert Spencer.

Book of Reference.—

Munroe: *Brief Course in the History of Education.*

VIII. *Nature Study.*

23. The special object of this course is to broaden the student's culture by giving her a deeper knowledge of, and sympathy with nature; and to enable her to present the subject of Nature Study in the Kindergarten according to Frobelian Methods. The course includes the following topics: —The pedagogical view of the subject including the character and scope of Nature Study; its adaptability to the tendencies and needs of the child; the special purpose to be kept in view in the treatment of the subject; the Frobelian idea of Nature Study as shown in the Mother Play, and in the Education of Man; the general method of presentation; the study of special topics dealing with the materials of Nature Study and illustrating methods of presentation in the Kindergarten; a study of plant and animal life from the standpoint of organic development for the purpose of understanding Froebel's parallel between the laws of nature and laws of mental development; a series of lessons on the heavenly bodies, observing the principal constellations and tracing their movements throughout the seasons; the preparation of maps of the constellations, to be seen during each season.

Frequent excursions to be made to available localities where materials may be studied in their natural environment and relation; the making of collections of different kinds for extended observation and study; how to direct, as teachers, the practical side of nature work.

School gardening:—Its relation to the general Nature Study course; the pedagogical views of the subject; practice in planning and planting a garden; the selection of suitable plants for school gardens; growth and care of plants suitable for the school room.

IX. *Child Study.*

24. The special object of this course is to aid the teacher-in-training to study the development of the child definitely and systematically; to enable her to adapt intelligently her methods in each subject to the child mind at the different stages of growth and by developing an intelligent sympathy aid her in solving the problems of the management of the Kindergarten. The course includes the following topics:—The scope of Child Study; methods of investigation; importance of the interpretation as well as the discovery of the child's activities; formative influences in the development of character; nationality—the importance of the study of history in relation to child study, heredity, environment, and personality; mental types and variations from normal mental conditions; causes of, and methods of dealing with unbalanced temperaments; the child's physical characteristics; children's motives and ideals; the study of children along the lines suggested in the course of applied Psychology.

Child Study is to be closely connected with the work in Observation and Practice Teaching.

Books of Reference.—

Kirkpatrick: Fundamentals of Child Study.
Froebel: Education of Man.
King: Psychology of Child Development.
Tracy: Psychology of Childhood.
Preyer: Infant Mind.

X. *Methods.*

25. The special object of this course is to enable the student to teach intelligently, to deal correctly with the problems of order and discipline, and to understand the principles involved in the construction of programmes and time-tables. The course includes the following topics:—

Programmes: The purpose and value of; the principles involved in their construction; the point of departure in programme making, the child's essential experiences; the relation of the Mother Play to the programme; continuity in the evolution of the child's ideals; unity; freedom and spontaneity; typical programmes.

Note.—The students during the latter part of the year are to construct the programmes used in the practice kindergarten, present them first in the programme-class for discussion and revision, and afterwards enter them in a programme-book.

Time-tables: Their value; points to be observed in their construction.

Teaching: The meaning of Education through play; relation between play and work; characteristics of good teaching; evils of formalism; the teacher's personality; characteristics of a good lesson in matter and method; aim and value of questioning; characteristics of good forms of questions;

value and limitations of typical forms of exercise; the meaning of good order; chief elements of governing power; analysis of successful methods; importance of right physical conditions; other helpful factors; ends and necessity of discipline, right conditions of, judicious and injudicious methods of.

NOTE.—Systematic observation and practice teaching to be continued daily throughout the year, the students being divided into suitable groups and the observation and practice teaching supervised by the staff and the results discussed at a suitable period.

Each student-in-training shall be required, towards the end of the course, to take charge of the practice kindergarten for a week. She shall be notified of the subject and the scope of the work to be done and shall present a plan of her method for each day of the week, for criticism.

XI. *Music.*

26. The special object of the course in Music is to train the teacher in the use of Music as a means of self-expression and of aesthetic culture. The course includes the following topics:—

Tune: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

Time: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

Ear Training: Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: The study of songs suited to the requirements of pupils in all grades of public and separate schools, with special attention to development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices.

Notation: Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal chords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

Methods: Concurrently with the foregoing course, a practical knowledge of recognized systems of teaching the tonic-solfa and staff notations shall be acquired; also of the relative importance of the staff and tonic-solfa systems and the grading of musical studies.

XII. *Physical Training.*

27. The course is the same as that for Assistants.

Education Department,
August, 1908.

Amendments to the Regulations.

(Circular No. 26.)

Public School Inspectors' Certificates.

1.—(1) On and after the first day of September, 1908, a candidate who possesses the following academic and professional qualifications shall be entitled to a certificate as Inspector of Public Schools:

(*a*) A Permanent First Class Public School Certificate.

(*b*) A certificate of having passed the examination in the special course for Public School Inspectors, now provided by the Faculties of Education.

(*c*) A degree in Arts from an Ontario University, with at least Second Class Honours (66%) at graduation, in a course in General Proficiency or in a special Honour Department, said courses to be specified in the calendar of such University and accepted by the Department of Education.

(*d*) At least seven years' successful experience in the provincial schools of Ontario, at least five of which shall have been in one or more of the Public Schools.

(2) (*a*) Until July, 1910, attendance at a University shall not be exacted. After that date at least two years' attendance shall be required.

(*b*) The Degree of Bachelor of Pedagogy shall be accepted in lieu of one of the seven years of experience prescribed in (1) (*d*) above, or the degree of Doctor of Pedagogy in lieu of two of said seven years. If the candidate holds both degrees, each degree shall be accepted in lieu of one of said years.

2. Regulation 89 of 1904 shall remain as an alternative for the preceding regulation until the first of July, 1910, after which date said Regulation 89 shall cease to be valid. Said Regulation 89 is as follows:

"The holder of a degree in Pedagogy who has had four years' experience as a teacher of which two years shall have been in a Public School and any person with five years' successful experience as a teacher of which at least three years shall have been in a Public School, who holds either Specialist's non-professional standing obtained on a University examination, or a Degree in Arts from any University in Ontario with first-class graduation honours in one or more of the recognized departments in such University, and who has passed the examination of the Ontario Normal College (now Faculty of Education) for a Specialist's certificate, shall be entitled to a certificate as an Inspector of Public Schools."

Latin at the Normal School Entrance Examinations.

Section 8 (2) (*a*) of Circular 19, January, 1908, is hereby amended by adding as follows:

"Except the Latin papers for the Normal School Entrance Examination, which shall each be valued at seventy-five marks."

The History for Entrance into the Faculties of Education.

For the High School Upper School Course in History (British, Mediæval, and Modern) prescribed on page 71 of the Regulations of 1904, the following has been substituted:

General outline of Mediaeval and Modern History, with special reference to British History. The Geography relating to the History prescribed.

On this course the Examinations of 1909 for Entrance into the Faculties of Education will be based, and, as heretofore, two papers will be set, one in the Mediæval History of Part I. and one of the Modern History of Part II. A syllabus of the new course is contained in Circular 11 which may be obtained on application to the Deputy Minister of Education.

Entrance into the Faculties of Education and the Normal and Model Schools.

In pursuance of its policy of improving the qualifications of the teachers, the Department of Education will hereafter exact a higher standard of answering at the examinations for entrance into the Faculties of Education and into the Normal and Model Schools. The age for admission into the Faculties of Education and the Normal Schools will also be raised one year in each case. Beginning with the session of 1909-10, each candidate for a teacher's certificate shall be at least eighteen *before* entering a Normal School and at least nineteen *before* entering either of the Faculties of Education.

Extension of Teachers' Certificates.

The abolition of the County Model Schools will probably result in a scarcity of teachers until an adequate supply is provided by the Normal Schools next July. The Minister of Education will, accordingly, be prepared to extend, until June 30th, 1909, any certificate that expires before that date, provided, however, such extension is recommended by the Inspector concerned.

Permanent Third Class and District Certificates.

The Permanent Third Class and District Certificates for teachers of ten years' successful experience provided for in section 85 (1) of the Regulations of 1904, will not be issued after December 31st, 1908, to any teachers who cannot qualify on or before that date.

Education Department, August, 1908.

Professional Certificates.

(Circular No. 16.)

High and Continuation School, First Class Public School, and Public School Inspectors.

1. The Ontario Department of Education accepts the courses of the Faculties of Education in the Universities of Toronto and Queen's College, Kingston,* as follows:

*For details of the subjects, courses, and examinations, see the Calendars of the Universities of Toronto and Queen's College, Kingston, which will be sent on application to the Universities.

The Session of the Faculty opens on October 1st.

Courses of Study.

(*a*) The General Course and the First Advanced Course, as the professional courses for an Interim First Class Public School and an Interim High School Assistant's Certificate.

(*b*) The Second Advanced Course, as the professional course for an Interim High School Assistant's Certificate.

(*c*) The Special Courses for Specialists as the professional courses for Interim Specialists' Certificates.

(*d*) The Special Course for Public School Inspectors, as the professional course for a Public School Inspector's Certificate.

Terms of Admission.

2. A candidate for admission to a Faculty of Education shall submit the following to the Dean thereof:

(1) A certificate from a competent authority that he will be at least 18 years of age before the first of October. Beginning with the session of 1909-1910, no candidate will be admitted who is not at least 19 years of age before the first of October.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One or other of the following:

(*a*) His certificate of Graduation in Arts from the Registrar of any University in the British Dominions.

(*b*) His Senior Teacher's Certificate.

(*c*) Until the session of 1910-1911, his certificate from the Registrar of the Department of Education that he has passed the July Examination for Entrance into the Faculty of Education.

[After the session of 1910-11, in addition to his certificate of having passed the July Examination for Entrance into the Faculties of Education, he shall submit, endorsed thereon, the prescribed certificate from the Principal of an Approved School that he has completed satisfactorily the Lower School subjects of the High School prescribed for Entrance into the Faculties of Education. Failing this certificate he shall pass at the Unversity in September an examination in the following subjects of the Lower School Course of the High Schools, with 40 per cent. in each examination paper and 60 per cent. of the aggregate of the marks:

Reading, Spelling, Writing, Book-Keeping and Business papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.]

General Course.

3. A *General* Course consists of three parts, as follows:

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School Course and the following subjects of the High School Course:

English with History and Geography. Mathematics, Latin, and one of the following groups:—

(*a*) Biology, Physics, Chemistry, and Mineralogy;
(*b*) French and German;
(*c*) Greek and French;
(*d*) Greek and German.

2. A review by the student, from the academic standpoint, of the subjects required for the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work, and Household Science (for women) of the Public School Course, and the Reading and Physical Training of both the High and the Public School Courses.

Part III.

Observation and Practice Teaching in the Public and the High Schools of Toronto and Kingston, with Observation in ungraded rural schools.

First Advanced Course.

4. The First Advanced Course trains for certificates as teachers in both Public and High Schools, and consists of three parts, as follows:

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School Course, and the following subjects of the High School Course:

English with History and Geography, Mathematics, Latin, and one of the following groups:—

(*a*) Biology, Physics, Chemistry, and Mineralogy;
(*b*) French and German;
(*c*) Greek and French;
(*d*) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of Elementary Psychology and Ethics.

(2) A review by the student, from the academic standpoint, of the subjects required for the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work and Domestic Science (for women), of the Public School course, and the Reading and Physical Training of both the High and the Public School Courses.

Part III.

Observation and Practice Teaching as defined in Part III. of the General Course.

Second Advanced Course.

5. The Second Advanced Course trains for certificates as teachers in High Schools only, and consists of three parts, as folows:

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the following subjects of the High School Courses:

English with History and Geography, Mathematics, Latin, and one of the following groups:—

(*a*) Biology, Physics, Chemistry and Mineralogy;
(*b*) French and German;
(*c*) Greek and French;
(*d*) Greek and German.

The instruction in the History of Education and Educational systems, the Principles of Education, and the Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course and will assume a knowledge of elementary Psychology and Ethics.

(2) A review by the student, from the academic standpoint, of the subjects required for the High School Courses.

Part II.

(1) A course of instruction, both academic and professional, in the Reading and Physical Training of the High School Course.

(2) A course of instruction in one of the academic departments for Specialists' certificates recognized by the Ontario Department of Education, and approved by the Faculty.

Part III.

Observation and Practice Teaching as defined in Part III. of the General Course.

Special Courses.

6. Special Courses include:—

(1) (*a*) Courses for Specialists under the Regulations of the Ontario Department of Education;

(*b*) A course for Inspectors of Public Schools.

(2) (*a*) In both the General and the Advanced Courses, special training will be provided for candidates for certificates as Specialists.

(*b*) For a Public School Inspector's certificate there will be an examination in May, open to those who have fulfilled the conditions prescribed by the Ontario Department of Education for Public School Inspectors' Certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision, including the Supervision of Instruction in all subjects of the Public School Course.

General Regulations.

7. Students in attendance who are graduates in Arts before the beginning of the session, may take the General Course or one of the Advanced Courses. All other regular students, including graduates in Arts who are exempt from attendance, shall take the General Course.

8. Regular attendance throughout the session (Oct. 1st to May 31st) is compulsory, except for such students as are exempt from attendance under the Regulations of the Ontario Department of Education. A return of such attendance shall be made to the Minister of Education at the close of the session.

9. All students exempt from attendance who are duly registered in the Faculty and who pay the annual fee of $15.00 (which shall not in this case include the fee for examination) may receive from the members of the Faculty such guidance in their courses as may reasonably be given to students not in attendance.

10. A student in the General or the First Advanced Course, may take in addition to the subjects of his course in the Faculty of Education, a course in a subject recognized by the Department of Education for academic certificates, but only with the consent of the Faculty of Education; and no such course shall be allowed to interfere with his regular course as prescribed in the Faculty of Education.

11. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have had their academic standing approved by the said Department before entering upon their special courses.

12. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I. of any of the courses, as will suit the condition of candidates who had obtained their academic standing in courses other than those recognized in the Regulations of 1904.

13. The annual fee for the General or the Advanced Courses (with or without the course for Specialists) which shall include the library, gymnasium, and examination fees, shall be $15. The fee for the examination in the General or Advanced Courses when the examination is not taken during the regular session or when it is taken by the students not in attendance shall be $15, or $10 for each of Parts I and II if taken in parts. The fee for the Specialists' examination when not taken with the regular course shall be $5 for each examination paper. The fee for the Inspectors' examination shall be $15.

Interim Certificates.

14. Certificates of qualification may be awarded by the Department of Education on the results of the examinations of the Faculty of Education, as follows:

(1) Interim High School Assistants' and Interim First Class Public School Certificates, one or both as the case may be:

(*a*) To students who have attended regularly, and who have obtained, in each of Parts I, II, and III of their courses, 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of the marks for the term's work and final examinations.

(*b*) To students who are exempt from attendance and from the examination in Part III, and who have obtained in each of Parts I and II of their course 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks.

(2) Interim Second Class Public School Certificates, valid for one year, to students in the General or the First Advanced Course, who have attended regularly, and who, of the aggregate of the marks for the term's work and final examinations, have obtained 60 per cent. in Part III, 35 per cent. in each subject of Parts I and II, and 55 per cent. in each Part.

(3) Interim Specialists' Certificates:—

(*a*) To candidates in attendance who have fulfilled the conditions of one of the regular courses and who have obtained 60 per cent. of the marks assigned to the term's work and final examinations in the Special Course of their department.

(*b*) To candidates who are exempt from attendance and who have obtained 60 per cent. of the marks assigned the paper or papers in their department.

(4) Public School Inspectors' Certificates:—

To candidates who have obtained 40 per cent. of the marks in each paper and 60 per cent. of the aggregate of marks.

15.—(1) An Interim First Class Public School certificate shall entitle the holder, if under 21 years of age, to teach in a Public or Continuation School only; and, if over 21 years of age, to teach in a High School also.

(2) An interim High School Assistant's certificate shall entitle the holder, if over 21 years of age, to teach, as assistant, in a High School or a Continuation School.

(3) Interim certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught.

Examinations.

(*a*) *For candidates in attendance.*

16. The standing of the students in attendance in the General, an Advanced, or a Special Course shall be determined by the combined results of the term work and the May examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe, and the maximum marks therefor in any subject shall be 40 per cent. of the aggregate of the marks for that subject.

(*b*) *For candidates exempt from attendance.*

17.—(1) Teachers who have been granted only Interim High School Assistants' certificates may, without further attendance, obtain Interim First Class Public School Certificates, by passing at one examination, and with the usual percentages, in the special Public School subjects of the General Course, and by satisfying the Faculty by a practical test, of their ability to teach Public School classes.

(2) Teachers who hold First Class Public School or High School Assistants' certificates, interim or permanent, may without further attendance, obtain Interim Specialists' Certificates, provided they hold the necessary academic certificate and pass the professional examinations for such standing in the special courses prescribed by the Faculties of Education.

(3) Teachers who hold permanent Second Class certificates, with the academic standing prescribed for admission into the Faculties of Education, and who present certificates of at least five years' successful experience from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination for Interim First Class Public

School Certificates, taking Parts I. and II. together or separately, but without taking the prescribed session or being required to pass in Part III. Such candidates will be granted Interim High School Assistants' Certificates also, on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(4) Candidates who have attended regularly a session in any course, and who, of the aggregate of the marks for the term's work and final examinations, have obtained 60 per cent. in Part III., 35 per cent. in each subject of Parts I. and II., and 55 per cent. in each Part, may write at the examination for Interim First Class Public School and High School Assistants' Certificates, taking Parts I. and II. together, but without taking the session over again or being required to pass again in Part III.

Permanent Certificates.

17.—(1) After at least two years' successful experience as a teacher, the holder of an interim certificate shall, on the report of the last Inspector concerned, be entitled to a permanent certificate as a First Class Public School teacher or as a High School Assistant, ordinary or Specialist, according to the class of school in which the holder of the certificate has taught, provided, however, that the holder of the interim certificate is then 21 years of age.

(2) A graduate in Arts in any University in the British Dominions, who holds a High School Assistant's certificate, and who, as shown by the report of the High School Inspector, has taught successsfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

Education Department, September, 1908.

Elementary Science.

(Circular No. 22.)

Prefatory Memorandum.

In the following revised course in Elementary Science the Department of Education seeks to correct the defects which have been found in the present course. It is now placed in the hands of the science teachers of the Province for consideration until the close of next half year. Since the course is not essentially different from that of 1904, science teachers may, with the consent of the Principal, follow it for the present session.

Zoology.

A Two Years' Course.

General Scope of the Work: In this course in elementary Zoology the two sides of animal study are distinguished and outlined. On the one hand, is prescribed a general laboratory course which embodies the simple morphological study of common forms, representing the chief animal types. On the other hand, an outline of work on the natural history side of the subject is suggested. These are not two distinct courses. It is intended that the work of the laboratory shall be such as to help in the interpretation of the outdoor observations and incite to deeper enquiry; while the studies in natural history will make the indoor study interesting and necessary. The work in natural history will be a logical and safe foundation for the work in science taught through modern laboratory methods.

Outdoor Work: The teacher's immediate responsibility lies in the laboratory work. The outdoor work, which will of necessity vary with the locality, must be carried on to a very large extent without his direct supervision. But the teacher should encourage and direct the pupils, devoting a fair portion of the time of the class to discussions and reports on their independent work. Arrangements should be made for field excursions on suitable occasions.

Selective Studies: The selective studies, appended to the regular work, are intended to be suggestive. In them, is offered freedom to select such topics as time, place, and circumstances may permit the teacher to use.

Indoor Study of Living Animals: The morphological studies in the laboratory are, wherever possible, to be supplemented or preceded by observation on living specimens. For this purpose, provision will be needed for suitable aquaria and vivaria, where the moving, breathing, and feeding of the living animals may be within ready view of the pupils. *Moreover, these morphological studies are not to end in the study of form; behind the observation of the form, there must be a constant effort to interpret the* MEANING *of the form, to show the relation of form and function.*

School Museum: For progress in the natural history side of the subject collections of specimens of the local fauna will have to be made. The school museum should be a thing of gradual growth, and great care should be taken in the selection of the material. As occasion offers, it should be provided with specimens of local fish, frogs, reptiles, birds, insects, etc.

First Year—September and October.

Laboratory Work.

Invertebrates: Class study of a grasshopper, a spider, a centipede.

Selective studies: Comparison of a grasshopper with a cricket or cockroach, leading to the recognition of the order Orthoptera; study of a butterfly, a bee, a potato beetle, a house fly, a bug or a dragon fly, as representatives of the other orders; observation of bees in a laboratory bee-hive; instruction in the collecting and mounting of insects.

Vertebrates.—Birds: Study of external characters of a domestic fowl, pigeon or other common bird; comparison of the bills, wings, legs, and feet of different types of birds.

Selective studies: Structure of feathers; structure of an egg; chief skeletal characteristics of birds; demonstration of viscera; instruction regarding the protection of birds by law.

Outdoor Work.

Observation of the habits and development of the insects studied in the laboratory; preparation of a small collection of insects; how insects visit and use flowers; how spiders weave their webs and secure their food; collection of caterpillars for observation of their metamorphosis during the following winter and spring.

Recognition of the common wild birds of the locality; observation of their habits and of their adaptation to their different modes of living; times and modes of their southward migrations; recognition of the different varieties of pigeons, ducks, geese and chickens that may be seen in the neighbourhood or at fall fairs. *For the Winter*: Observation of the winter birds, their feeding habits, their dangers, their modes of protection.

April, May and June.

Laboratory Work.

Invertebrates.—Class study of the mosquito, the fresh water clam or the common garden slug, the earthworm.

Vertebrates.—Fish: Study of the external characters of a common fish.

Selective studies: Structure of gills and the manner of breathing; microscopic demonstration of the structure of a scale; demonstration of viscera; chief skeletal characteristics.

Amphibians: Study of the external characters of a common frog or the common garden toad; and of the development of the animal from the egg. Economic importance of frogs and toads.

Selective studies: Chief skeletal characteristics; demonstration of the viscera; demonstration of the blood flow in the tail of the tadpole or the web of the frogs foot; estimation of the number of young produced and the proportion that may reach maturity. *Birds*: Demonstration of the first three days' devolopment of a chick embryo.

Outdoor Work.

Observations on the life histories and habits of economic insects, such as those suggested for study in the next term; collections of these insects; observations on the prevalence of mosquito larvæ in wet places and their destruction by kerosene; obervations of the means employed by gardeners and others for combatting insect pests; examination of spraying appliances; observations on beekeeping and the production of honey.

Observations of the habits of earthworms, such as their appearance after rain, their castings on the garden paths, their depth in the ground in dry weather, their injury to lawns, their destruction by robins.

Recognition of the common fish of the district and observation of their habits; observation of the food fish sold in the local market; methods of rearing fish in government fish hatcheries.

Recognition of the common frogs, tree frogs, toads, and salamanders; observations of their habits and calls.

Observation of spring migration of birds, and the feeding and nesting habits of summer residents; recognition of bird songs.

Second Year—September and October.

Laboratory Work.

Invertebrates.—Class study of examples of such beneficial or injurious insects as may have local interest in affecting field crops, gardens, orchards, forests, cattle or the household.

Vertebrates.—Mammals: Study of the external characters of a cat, dog or rabbit; comparison of the hair, teeth, feet and locomotion of some typical mammals, such as the squirrel, mole, bat, cow, horse, cat.

Selective studies:—Chief skeletal characteristics of a mammal, such as the cat; recognition and relationship of the larger bones; demonstration of the viscera.

Outdoor Work.

Observation of the conspicuous insect pests of the season, the methods of attack, the injury done by them, the effect of spraying or other treatment; collection of economic insects.

Recognition of habits of our wild and domestic mammals; economic uses of domesticated mammals; recognition of the different breeds of farm animals, horses, cows, sheep, swine; comparison of the different breeds of dogs, cats, rabbits; preparation for winter and winter habits of wild animals found in the district; use and values of skins and furs.

April, May and June.

Laboratory Work.

Invertebrates.—Class study of a crayfish and a wood louse.

Selective studies: Other animal forms that have an economic or natural history interest, such as sponge, coral, starfish, or the minute forms found in ponds or stagnant infusions.

Vertebrates.—Reptiles: Study of the external characters of a snake and a turtle.

The class work of this term will be largely given to reviewing, summarizing, comparing and classifying.

Outdoor Work.

Continuation of the observation of the life and habits of the animals studied previously.

Recognition of the common snakes and turtles of the locality and observation of their habits; how they pass the winter; how the young are hatched.

Botany.

A Two Years' Course.

Remarks similar to those introducing the course in zoology will apply also to the work in botany. In particular it is urged upon the instructor that he should constantly stimulate the effort to interpret the meaning of the forms under observation—to discover where possible the relation between form and function.

First Year.—September and October.

Laboratory Work.

The Plant as a Whole: A detailed study of some common plant, such as a petunia or a buttercup, taking up the structure and functions of all the parts in succession: root, stem, foliage-leaves, flower leaves, fruit, and seed; the study at this stage to be such as can be carried on with the aid of an ordinary lens.

Fruits: Structure and classification of the simpler fruits, such as pea or bean, shepherd's purse, poppy, apple, tomato, grape, plum, maize or wheat, maple, etc. Adaptations for dispersal of seeds.

Seeds: Practical study of some common seeds, such as pea, bean, morning-glory, representing dicotyledons; maize, wheat, onion, representing monocotyledons; pine or spruce, representing gymnosperms; form, markings, parts and their functions, position of stored food.

Preparation for Winter: Annuals (including winter annuals, such as winter wheat), biennials, perennials. Storage of reserve food in root, stem, leaf and seed. Study of winter buds, their arrangement, structure and means of protection. The fall of fruit and leaf. Interpretation of marks on trees and shrubs.

Outdoor Work.

Recognition of common annuals, winter annuals, biennials and perennials of the garden and the field. Observation of winter buds, of change in colour, and of time of falling of leaves of trees and shrubs. Study of marks on trees and shrubs. Collection of common flowering plants, weeds, and weed seeds to be begun.

April, May and June.

Laboratory Work.

Study of Spring Flowers: Plant-description and indentification by means of a flora; relation of flower-structure to mode of pollination; meaning and significance of cross-pollination.

Germination of Seeds: Simple experiments to illustrate the more important phenomena and requirements of germination and growth, *e.g.*, need of air, warmth, and moisture; evolution of carbon dioxide; how and to what extent water is absorbed; germinating power.

Artificial Plant Propagation: Cuttings, layering, budding, grafting.

Roots: Varieties of root-forms; root-hairs; root-cap; region of growth.

Stems: Expanding of winter buds; varieties of stem-forms: erect, prostrate, climbing, twining, subterranean, aquatic; adaptation of form to habit. Spines, prickles, tendrils; their forms and uses. Stem-structure in dicotyledons and monocotyledons.

Foliage-Leaves: General structure, including epidermis, stomata, chlorophyll, veins. Protective structures, such as hairs, waxy coatings, etc. Form and arrangement of leaves in relation to sunlight and shedding of rain. Sleep-movements.

NOTE.—*The preceding work on roots, stems, and leaves may be taken up incidentally in connection with the study of spring flowers.*

Outdoor Work.

Observation and recording of the time of leafing and of flowering of common wild and cultivated plants. Habitats of spring-flowering plants; conditions governing growth; insect visitors; methods of pollination. Observation of opening and closing of flowers as shown by dandelion, tulip, hepatica, etc. Time of sowing and rate of germination of garden and farm seeds. Mode of climbing of such plants as sweet pea, morning-glory, grape, Boston ivy, Virginia creeper, hop, galium, clematis, etc. Leaf-arrangement to secure best exposure to light and to shed rain. Diurnal and nocturnal positions of leaves, such as those of clover, honey-locust, oxalis (so-called shamrock), etc. Collections begun in the autumn to be continued.

Second Year.—September and October.

Laboratory Work.

Composites: Study of typical composites, such as dandelion, burdock, and ox-eye daisy.

Weeds: Identification of common forms; their seeds; how they spread; and how they may be controlled.

Fungi: Recognition and mode of life of mushroom, puff-ball, polypore, as saprophytic forms; and apple scab, lilac mildew, wheat rust, black knot, or other common type, as a parasitic form.

Physiological Experiments: *Roots.* Simple experiments to illustrate root functions, *e.g.*, absorption byosmosis, growth towards moisture. *Soils.* Soluble and insoluble materials in soils, and importance of each to the plant; simple experiments in illustration. *Stems.* Simple experiments to illustrate stem-functions, *e.g.*, conduction of cell-sap, heliotropism, rotation of the end of the stem in twiners and climbers. *Foliage-leaves.* Simple experiments to illustrate leaf-functions, *e.g.*, transpiration, manufacture of starch in sunlight, disappearance of starch in darkness, exhalation of a gas by green water-plants in sunlight, exhalation of carbon dioxide.

Outdoor Work.

Recognition and collection of autumn-flowering plants. Collection and recognition of weed seeds in grain screenings. Observation of injurious effects of parasitic fungi, as seen in the rotting, etc., of fruits, such as apples, grapes, plums, etc.

April, May and June.

Laboratory Work.

Trees: Common orchard and forest trees; modes of branching; identification by leaves, bark, wood; uses. Special study of the conifers: the bud, leaf, and flower.

Flower Study Continued: Identification of cultivated and wild spring flowers. Study of a common grass, such as orchard-grass, Indian corn, or wheat.

Ferns: General structure and habits of a common fern.

Economic Products: Summary of economic uses of plants: for timber food, clothing, decoration, medicine, etc.

Review: General view and comparison of the characteristics of the larger groups of plants taken up in the course, summarizing and classifying.

Outdoor Work.

Observations on plant societies: plants of the forest, the meadow, the roadside, the pond, the marsh, the garden (weeds), the rocks, noting adaptations to environment. Observation of nodules on the roots of leguminous plants, and enrichment of the soil thereby. Observations of imported and domestic economic plant products in market, store, and factory.

Collections to be continued.

Physics and Chemistry.

A Two Years' Course—Physics.

Introductory: Measurement in Metrical and English units of length, area, volume, and mass; structure and use of the Balance.

The Three States of Matter: Defined and explained, Molecular Theory.

Mechanics: The principle of the mechanical powers, especially the lever, the screw, the pulley, and the wheel and axle, with some of their more important simple applications.

Hydrostatics: Pascal's Law, statement and verification, some of its more important applications; pressure of liquids in its relation to direction, depth, density of liquid, area pressed, and shape of containing vessel; Archimedes principle; specific gravity, common methods of finding specific gravities of solids, liquids, and gases.

Pneumatics: Study of the properties of a gas as exhibited in air as a type; proof that air has weight, occupies space, and exerts pressure; construction of the barometer; the relation between the volume and pressure of a gas; proof of Boyle's Law; practical applications of air pressure, air-pump, common pump, siphon, air-brakes, air-tools; meaning of wind pressure; some of the more important applications of wind pressure.

Heat: Nature and source of heat; experiment to illustrate the expansion of solids, liquids, and gases by heat; some practical applications of the principle of expansion; the anomalous expansion of water, its significance.

Thermometry: Meaning of temperature, construction of mercury thermometer, graduation of the thermometer in the centigrade and the Fahrenheit scales, meaning of absolute temperature; laws of fusion; laws of boiling; evaporation and dew point; the effects of the large bodies of water on climate; meaning of specific heat; latent heat of fusion; latent heat of vaporization; latent heat as affecting climate; brief description of the working of the steam engine; heating and ventilation by stoves, hot air furnaces, hot water, and steam.

Sound: Nature and propagation of sound; pitch of sound; consonance and resonance; string musical instruments, wind musical instruments; reflection of sound, echoes.

Light: Nature and propagation of light; simple experiments illustrating the reflection and refraction of light; dispersion of light; colour of bodies.

Magnetism and Electricity: Magnets; laws of magnetic attraction and repulsion; polarity; magnetic induction; terrestial magnetism; construction of simple voltaic cell; decomposition of water by electricity; electro-magnet, telephone, telegraph, and electric bell; heating and lighting effects of the current; simple experiments to illustrate the principle of electric lighting; simple experiments to illustrate the principle of the dynamo and motor.

Chemistry.

A study of air and its constituents, a study of water and its constituents, a study of limestone and its decomposition—products, quicklime and carbon dioxide. Mixture, chemical compound, element, physical and chemical change.

Optional.

(When more than the minimum of time is provided).

Heat: The measurement of quantity of heat; finding the specific heat of solids and liquids; finding the latent heat of fusion and latent heat of vaporization.

Light: Verification of law of inverse squares; measurement of candle-power of radients with photometer; position and character of images formed by plane and spherical mirrors; position and character of images formed by spherical lenses.

Electricity: Simple experiments in electrical measurements; fuller and more exact description of the more important applications of the electric current.

Extract from Circular No. 9, July, 1908.

The minimum time prescribed for Elementary Science shall be:—

(*a*) For Biology, a lesson in each year of the Lower School, of thirty minutes every day during the months of September and October and from the beginning of April to the end of June; or the equivalent thereof.

(*b*) For Physics and Chemistry, a lesson, in each year of the Lower School, of thirty minutes three times a week, or the equivalent thereof, during the rest of the school year.

The courses in Botany, Zoology, Physics, and Chemistry shall be taken up practically throughout. A recent investigation among the prospective teachers in the Faculties of Education and the Normal Schools has revealed an unsatisfactory condition of affairs in the matter of practical work in Science done by the pupils, especially in Physics, in all the forms of a very large number of the High and Continuation Schools and Collegiate Institutes of the Province. Regulation 2 (2), (*b*) of Circular 19, October, 1907, provides that the official form of application for admission to the Entrance Examination of any of the professional training schools shall include a certificate signed by the Principal that the candidate has taken up practically the course in Science. It is the duty of each School Board to provide adequate equipment and accommodations and of the Science Master to comply with the foregoing requirements. Without these, the Principal cannot give the certificate.

Education Department,
October, 1908.

Courses in Art for High and Continuation Schools.

(Circular No. 17.)

Prefatory Memorandum.

In the following revised course in Art for the High and Continuation Schools, the Department of Education seeks to correct defects which experience has shown to exist in the present course. It is now placed in the hands of the teachers of Art in the Province for consideration until the close of next half year. With the consent of the Principal, Art teachers may, however, follow it for the present session. The course requires about three of the ordinary school periods the first year, and two the second, with supplementary work by the pupils both years.

Lower School.

A Two Years' Course.

1. Representation.

(1) The use of the pencil.
(2) The drawing of type solids in light and shade.
(3) The principles of freehand perspective and their application.
(4) The laws of composition.
(5) The study of colour. The solar spectrum; the six colours: red, orange, yellow, green, blue, violet, (R. O. Y. G. B. V.); intermediate hues; neutralization of a colour by its complement and by black or grey; the mixing of pigmentary colours to produce any desired tone. The nine values: white, high light, light, low light, middle, high dark, dark, low dark, black. Harmonies of colour.
(6) The use of the brush and water-colours.
(7) The drawing and painting of common objects, and of specimens from nature, such as fruits, flowers, leaves, sprays and trees, birds and other animals.
(8) Pose drawing; drawing from casts.
(9) The illustration in line, silhouette, neutral values, and colour, of stories and school compositions; imaginative sketches.
(10) The following are optional: The use of the mediums: charcoal, crayon, monochrome, and pen and ink; the drawing and painting of simple landscapes from nature; the mounting of drawings.

NOTE.—The Public School course provides for the use of some of the optional mediums. Where at all practicable, all the mediums should be used.

2. Ornamental Design.

(1) Principles of design.
(2) Geometric forms and their application.
(3) Nature as a source of design; conventionalization of natural forms.
(4) The designing in neutral values and in colour, of surface patterns suitable for linoleums, oil-cloth, tile, wall paper, book covers, calendars, etc.
(5) Lettering.

3. Constructive Drawing.

(1) The use of instruments.
(2) Simple geometrical problems.
(3) The reading, making and lettering of simple working drawings.

Middle School.

A one year's course.

The Middle School course is a continuation of the Lower School course with the addition of the following:

1. Representation.

(1) Use of the mediums: Charcoal, crayon, pencil, water-colour, monochrome, and pen and ink.
(2) The drawing and painting of landscapes from nature.
(3) The mounting of drawings.
(4) A few typical problems in parallel and angular perspective.

2. Ornamental Design.

The Study and application of Historic Ornament.

3. Constructive Drawing.

Simple machine drawings and working drawings suitable for local industries.

4. Architectural Drawing.

(1) The reading, making, and lettering of the plans, elevations, and simple details of ordinary dwellings.

(2) A study of the Historic styles of Architecture.

NOTE.—(1) In connection with the study of technique, the facsimiles of the works of great artists may occasionally be copied (see Prang's Text Book of Art Education, No. 7, p. 2).

NOTE.—(2) The Middle School course is optional.

Books of Reference.

Every teacher of Art should himself possess:

Prang's Text Books of Art Education (seven books now ready)—$2.70. The Geo. M. Hendry Co., Toronto. (Canadian agents.)

Prang's Art Education for High Schools.—$1.25. The Geo. M. Hendry Co., Toronto.

The following drawing books will also be found very suggestive to the teacher:

Prang's Drawing Course.—Eight numbers, $1.85. The George M. Hendry Co., Toronto.

Applied Arts Drawing Books— Atkinson, Mentzner and Grover, Chicago and Boston.

These drawing books have been prepared for the third to the eighth year of the American Grammar (our Public) Schools and will, when completed, consist of twelve numbers. Those covering the first half of each year's work are ready (total cost 80 cents); the remaining six will be completed this year.

The Parallel Course Drawing Books.—D. C. Heath and Co., Chicago and Boston.

In this series, also for the American Grammar Schools, the lessons are planned to be executed with a pencil. Parallel courses in pencil and brush drawing with ink and with water colours are also supplied. Set of four numbers, 60 cents.

How to Draw.—Henry Warren Poor, Boston Normal School, Boston, Mass.

A set of envelopes (25 cents each) containing plates, as follows:

Pencil sketching from nature, Elements of Design, Freehand Perspective, Trees in Pencil, Animal Drawing, Historic Ornament, Pose-Drawing, 9 plates each. Units of Design (derived from wild flowers conventionalized, idealized and natural), 12 plates; Freehand Alphabets, 14 plates.

Art Models.

NOTE.—Adequate provision of type solids, models of common objects, ceramics, and plaster casts is indispensable.

1. *Type solids* made of wood and painted white as follows: -

*Cube, 4 inches face, solid.
Cube, 4 inches face, incised faces.
Cube, 4 inches face, quartered diagonally.
*Sphere, 4 inches diameter, solid.
Sphere, 4 inches diameter, halved and quartered.
*Hemisphere, 4 inches diameter.
*Cylinder, 4 x 8 inches solid.
Cylinder, 4 x 8 inches, truncated.
*Cone, 4 x 8 inches, solid.
Cone, 4 x 8 inches, truncated.
*Square Prism, 4 x 8 inches.
Square Prism, 4 x 8 inches divided diagonally.
Square Plinth, 2 x 6 inches.
*Oblong Block, 4 x 3 x 8 inches.
*Square Pyramid, 4 x 8 inches.
Square Pyramid, 4 x 8 inches, truncated.
*Right-angled Triangular Prism, 4 x 5 $\frac{5}{8}$ x 8 inches.
*Equilateral Triangular Prism, 4 x 8 inches.
Pentagonal Prism, 4 x 8 inches.
Hexagonal Prism, 4 x 8 inches.
Hexagonal Pyramid, 4 x 8 inches.
Octagonal Prism, 4 x 8 inches.
Circular Plinth, 2 x 6 inches.
*Flight of Three Steps, 8 inches long, 2 inches tread, 1$\frac{1}{2}$ inches riser.
*Cross, 2 x 6 inches.
Chimney Model, 4 x 8 inches, divided and dowelled.
Frame, 12 inches square, mortised.
*Vase, 8 x 12 inches.
*Ovoid, 4 x 6 inches.
*Ellipsoid, 4 x 6 inches.

NOTE.—The models marked with an asterisk are indispensable. Where the amount spent on Art models is $50, about $10 should be spent on type solids. Care should be taken not to over emphasize their value in the course.

2. Common objects in wood, metal or crockery; fruits, flowers and vegetables, in season (or models thereof in clay); mounted birds and other animals.

3. Ceramics; Jardinieres, pots, kettles, drinking-glasses, pitchers, cups, vases, candlesticks, etc.

NOTE.—The ceramics should be chosen, not only for their individual beauty but for their form value in grouping and their colour value in a general scheme of colour harmony.

4. Plaster casts; Plaques, busts, figures, groups of figures, and historic ornament.

The following from Caproni's catalogue are suggested as inexpensive lists of casts:

I.

Miscellaneous.—Venus de Milo (Louvre), Dying Gladiator; Cupid Heads, (Giovanni da Bologna).

Busts.—Beethoven, Shakespeare, Socrates, Julius Cæsar (British Museum).

Animal.—Lion attacking Fawn, Lion crouching (Bonheur), Goose (Mene).

Architectural.—Panels from the Alhambra.

II.

Miscellaneous.—Augustus Cæsar (Vatican Museum), Wrestlers (Uffizi Gallery), Michael Angelo in Youth, Lorenzo de Medici (Michael Angelo).

Busts.—Sappho (Naples Museum), Cicero, Infant Christ (Settignano), Wagner, Longfellow.

Animal.—Lion of Lucerne (Thorwaldsen), Dog (Mene), Rabbit crouching (Fremiet).

Architectural.—Pedestal Column (Greek or Byzantine).

III.

Miscellaneous.—Moses (Michael Angelo), Discobolus of Myron, Meditation (Little Cherub).

Busts.—Frœbel, Head of Venus de Milo, Seneca, Mozart, Columbus.

Animal.—Elephant walking, Lion seated, Dog (Pointer).

Relief.—Medallions: Morning, Night (Thorwaldsen).

Architectural.—Columns from Roman Forum.

IV.

Miscellaneous.—Minerva Giustiniani (Vatican Museum), Monk (seated), Lorenzo de Medici (Michael Angelo).

Busts.—Dante, Scott or Dickens, Napoleon Bonaparte, Christ (Thorwaldsen), Minerva Giustiniani.

Reliefs.—Lion's head (Donatello), Cupids from tomb of Henry IV.

Panel.—Homer and Nymphs.

Animal.—Elephant running, Lion (Canova).

5. Objects or parts of objects typical of local manufactures; for example: Woodenware, parts of machines, samples of fabrics, wall paper, etc.

6. Unique objects, suitable for decorative purposes: Chinese lanterns and parasols, objects of Indian manufacture, ancient arms, etc.

NOTE.—Carbon reproductions, etchings, and engravings of famous buildings, landscapes, and figures should also be provided, to exemplify the laws of composition and to give the pupils some knowledge of the work of the great artists. These should be provided primarily as school decorations; they are not to be counted as Art Models.

In schools unable to purchase an adequate supply of the more expensive pictures, the Perry Pictures, very cheap reproductions, (*The Perry Picture Co.*, Malden, Mass.,) may be used to supplement. When, also, Schools become acquainted with the masterpieces in this economical way, they will be better able to decide which of the more expensive reproductions to purchase.

NOTE 2.—Under tariff item 696 maps, photographic reproductions, casts, etchings, and lithographic prints or charts are specified as free, when specially imported in good faith by order of any College, Academy, School or Seminary of learning in Canada, for use to demonstrate or to instruct students and not for sale.

Dealers in Art Models.

Ontario dealers will send circulars to the Schools, containing lists of models under the preceding heads.

Ceramics may also be obtained from:

The Prang Educational Company, Boston, Chicago and New York. The Geo. M. Hendry Co., Toronto, (Canadian Agents).

Plaster casts from the following:

P. P. Caproni & Brother, 1914-1920 Washington Street, Boston, Mass.

The special catalogue for Schools of this firm contains a list of Plaster Cast Reproductions from Antique, Mediæval, and Modern Sculpture. The firm allows 25 per cent. off catalogue prices, with no charge for packing, f.o.b. Boston.

C. Hennecke Co., Chicago and Milwaukee.

The prices in this firm's catalogue are subject to a special discount to Schools.

NOTE.—The catalogues of both the preceding firms are well worth a place in the School library. Selections therefrom should be made according to the financial ability of School Boards.

Legislative Grants.

To encourage the study of Art, which has so far received inadequate attention in the schools. the Department of Education will make an annual grant, beginning with the Session of 1909-1910, of $25.00 to the High or Continuation School Board, to be spent in special Art equipment, and of $75.00 to the teacher of the Middle School Art Course, as an addition to his regular salary, on the following conditions:

(1) The teacher shall hold a certificate as Specialist in Art from the Department of Education.

(2) The course shall consist of at least two of the four subjects prescribed for the Middle School Art Course.

(3) The course shall extend over at least one year and the provision therefor in the time-table shall be at least three periods a week of one hour each.

(4) The class shall consist of at least six members in regular attendance who have already completed satisfactorily the Lower School Art course.

(5) The Inspector's report of the equipment, organization, teaching, and the pupil's work shall be favourable.

Education Department,
October, 1908.

EXAMINATIONS.

Instructions regarding the Examinations for Entrance into High Schools, Entrance into Model Schools, and Public School Graduation Diplomas.

(Instructions No. 5½.)

What has been known in the past as the District Certificate examination is now called the examination for Entrance into the Model Schools and in 1908 this examination will be held in the last week in June, in the same week as the examination for Entrance into the High Schools. It will form the academic test of fitness for the new Third Class Certificate which will take the place of the present professional District Certificate, and it will correspond as nearly as may be to the Primary of 1892-1898. (See the explanatory memo. on page 4 of Circular 19.)

Requests have been made from time to time by Public School Inspectors and others for a restoration of the Departmental Public School Leaving Examination. As the policy of the Department has been to decrease, not to increase the number of examinations, these requests have not been granted. The Department, however, announced in section 1 of Circular 19 that it would supply the papers prepared for the examination for Entrance into the Model Schools to be used as a test for granting graduation diplomas to Fifth Class students. This use of the Model Entrance papers is not in any way obligatory, and all expenses in connection therewith must be arranged for between the Inspector and the County Council or School Board concerned. The examination must be held at the same time as the examination for Entrance into the Model Schools, which this year will begin on June 23rd and last till June 27th, at the same time, as nearly as can be, as the High School Entrance.

The question papers for the High School Entrance, and the Model School Entrance (the former District Certificate) will be sent in the same bag. A sufficient number of the Model Entrance papers will be sent to be used for Public School Graduation purposes where such papers have been asked for by the Inspector. In this same bag will also be found the list of candidates, the tally lists, the answer envelopes, the name slips, the diagram sheets, and all the forms necessary for the Model School Entrance examination.

Inspectors and presiding officers will note that the answer-papers of those writing for entrance to the Model Schools and those writing for Graduaton Diplomas (if there are any) are to be kept entirely separate. The former are to be written in the regular examination books, placed in the answer envelopes, noted on the Tally List, and sent to the Department at the close of the examination in the bag in which the question papers came; the latter are to be disposed of as may be directed by the Public School Inspector.

The list of candidates for Model Entrance (Form 44*a*) found with the question papers will indicate whose answer papers are to be sent to the Department, and no answer papers for High School Entrance or Public School Graduation are to be sent. Candidates for the Model School Entrance, who have failed to send in their applications at the proper time, may be admitted on the morning of the examination, as provided for in Instructions No. 5. Their names are to be entered on the Supplementary Lists and on the Tally Lists, and their answer papers are to be treated as are those of the regular candidates for the Model School Entrance.

Inspectors will notice that the examination for entrance into the Model Schools and for entrance into the High Schools will be going on at the same time, and they will make their arrangements so that no teacher shall preside in a room in which any of his own candidates are writing. One presiding officer should be appointed at each centre, with whatever assistant presiding officers may be required according to the number of candidates for the various examinations.

Education Department,
February, 1908.

Provincial Model Schools.

Regulations for 1908.

(Circular No. 4.)

1.—(1) For the year 1908, Model Schools will be conducted in what are known as the Districts of Ontario, at Kenora, Port Arthur, Sault Ste. Marie, Parry Sound, and Bracebridge; and in the Organized Counties, at Renfrew, Cornwall, Kingston, Lindsay, Minden, and Durham.

(2) The session will begin on the first day of September at 9 a.m., and will end on the fifteenth day of December.

2.—(1) The Principal of the Model School shall be the holder of a First Class certificate from the Education Department, and shall have at least three years' experience as a Public School teacher. In every Model School there shall be at least three assistants on the staff, who shall be holders of First or Second Class certificates.

(2) During the term the Principal of the Public School to which the Model School is attached shall be relieved of all Public School duties, except the management and supervision of the Public School. The assistants shall give such instruction to the teachers-in-training as may be required by the Principal or by the Regulations of the Education Department.

(3) There shall be a room for the exclusive use of the teachers-in-training, either in the Public School building, or elsewhere equally convenient.

(4) No fees shall be charged for attendance.

3. *These Model Schools have been retained by the Education Department for the present year for the preparation of Third Class teachers for School sections in the Districts and Organized Counties whose financial and other conditions may prevent them from securing a higher grade of teacher. Such certificates shall correspond to the Professional District Certificate and shall be valid for five years and only for such Public and Separate Schools as the Minister of Education may approve, on the application of the Public or the Separate School Board through the Public or the Separate School Inspector and with the Inspector's approval.*

4. Application for admission shall be made, on or before Friday, August the twenty-first, to the Deputy Minister of Education, who will assign the teachers-in-training to the different Model Schools.

(1) Each applicant shall send in with his application:

(*a*) A certificate from competent authority that he will be at least eighteen years of age by December 31st;

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character;

(*c*) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(*d*) A deposit of $5.00. which will be returned to the teacher-in-training in the month of October, but which will be forfeited if the applicant fails to attend without giving satisfactory notice of withdrawal before the opening of the Model School.

(2) Each applicant shall also send in with his application a certificate of having passed one of the following examinations:

(*a*) The District Certificate examination of 1904 or any subsequent year, the Junior Teachers' Examination, or the Senior Teachers' Examination;

(*b*) The examination for Entrance into the Model Schools;

(*c*) The July Examination for Entrance into the Normal Schools with the required full certificate from an Approved School;

(*d*) The July Examination for Entrance into the Faculties of Education;

(*e*) The July Examination for Entrance into the Normal Schools or Faculties of Education, *or* 40 per cent. of the aggregate marks in either of these examinations with 25 per cent. in each paper; provided that in all such cases the candidate satisfies the Principal of the Model School that he is competent in the subjects of the Model School Entrance which are not required at the said July Examinations.

5. Although it will be impossible, during the short term, to review systematically all the students' academic work, yet much can be done to improve their knowledge of the subjects from the teachers' standpoint; and, whenever it is apparent that their knowledge is defective in any subject, especially in any of the essential subjects of a Public School education, the defects should be supplied before the professional side is considered. Moreover, the analysis and presentation of the main points in the subject matter form an essential part of the methodology of the lesson.

6. The course of study shall consist of School Management; Science of Education: Methods of Teaching, including an academic review; School Law and Regulations, so far as they relate to the duties of teachers and pupils; Blackboard work, Hygiene, Music, Art, Nature Study, and Physical Culture.

7.—(1) The final examination of the Education Department will be limited to School Management, (1 paper), Science of Education, (1 paper), and Methods in Arithmetic, Grammar and Composition, Literature and Reading, History and Geography, (4 papers). The value of each paper will be 100, and the papers on Methods will also test the students' academic knowledge of the subjects.

(2) The Principal shall report to the Minister of Education, the standing of each student in the subjects of Blackboard work, Hygiene, Music, Physical Culture, Art, and Nature Study, School Law and Regulations; taking 50 as the maximum for each subject.

(3) Instead of a final examination in Practical Teaching, the Principal, on consultation with his assistants, shall assign to each student the number of marks to which he considers him entitled from his sessional record, taking 200 as the maximum, and shall also report upon his aptitude as a teacher, and his powers of discipline and government in the school room, with such an additional statement as he may consider necessary.

(4) The standard for pass shall be 40 per cent. of the marks in each subject and 60 per cent. of the aggregate.

8. The text-books for use by the teachers-in-training are:

The Public School text-books.

Gordy's New Psychology, omitting chapters 4, 5, and 6.....	$1 25
Tilley's Methods in Teaching	1 50
Millar's School Management	1 00

Education Department,
August, 1908.

Circular of Instruction to Public and Separate School Inspectors and Students in Provincial Model Schools.

(Circular No. 4B.)

Under former regulations District certificates were granted by County Boards of Examiners and were valid only within the jurisdiction of the County Board and for such schools as each County Board might designate (Rg. 48 of 1904). At the last session of the Legislature such Boards were abolished and their powers transferred to the Minister of Education. In future, accordingly, Third class certificates will be issued by the Minister and will be known as Limited Third Class Certificates.

As has been previously announced by circular certain Model Schools have been retained for the present year for the preparation of Third class Teachers for school sections in the Districts and organized counties whose financial and other conditions may prevent them from securing a teacher holding a First, Second or Provincial Third Class certificate.

Such limited Third class certificates shall correspond to the professional District certificates, and shall be valid for five years and only for such Public and Separate schools as the Minister of Education may approve on the application of the Public or the Separate School Board through the Public or the Separate Inspector and with the Inspector's approval.

Before applying for a school, teachers holding this grade of certificate must first apply to the Public or Separate School Inspector of the District or County for a list of the schools in his inspectorate for which teachers with limited Third class certificates may be engaged.

A Board of Trustees which is unable to secure a teacher with a First, Second or Provincial Third class certificate shall apply to the Inspector on a form to be obtained from him, for permission to employ a teacher with a limited Third class certificate. The Inspector, if he approve of such application, shall forward it to the Minister of Education giving his reasons for his approval and transmitting along with it the teacher's certificate, which the Minister may make valid for the school section as requested.

No teacher shall sign an agreement with my Board of Trustees until his certificate has been made valid for its school by the Minister of Education. Should the teacher wish to engage another school during the period for which his certificate remains valid the endorsation of the certificate by the Minister of Education approving of the new engagement must first be obtained through the request of the Board of Trustees and the application of the Inspector in the manner aforesaid.

Education Department,
October, 1908.

CIRCULAR TO PRINCIPALS OF THE PROVINCIAL MODEL SCHOOLS.

Final Examination.

As county boards of examiners have been abolished, the examination of the students in each Provincial Model School will be conducted this year by the Principal of the school and his assistants, and certificates will be awarded by the Education Department upon the report of the Principal.

The final examination by the Education Department will be limited to:

School Management	one paper.
Science of Education	"
Methods in Arithmetic and Penmanship	"
" " Grammar and Composition	"
" " Literature and Reading	"
" " History and Geography	"

The value of each paper will be 100, and each 100 marks shall be awarded as follows:—80 on the answers to each final examination paper, and 20 on the student's observation notes and criticisms, and lesson plans during the session on the subjects of the paper.

The papers for the final examination will be prepared by the Education Department and will be based upon papers prepared by the Principals of the Model Schools. Each principal is accordingly requested to send to the Minister of Education not later than November 1st, a set of 5 questions for each paper. The papers on method should also test the students' academic knowledge of the subjects.

The students' answers will be read by the Principal of the school and by such of his assistants as he may find it necessary to associate with him. The list of the proposed additional examiners, with a statement of their qualifications, shall be submitted to the Minister of Education for his approval on or before November 1st. If the Principal assigns any part of the final examination to his assistants a few papers should be read conjointly by the Principal and the assistant in order that the same standard may be observed in the marking.

The Principal shall report to the Minister of Education on a form to be provided by the Department the marks assigned by the examiners to each student in the various subjects of the final examination. He shall also report the standing of each student in the subjects of Black-board work, Hygiene, Music, Physical Culture, Art, Nature Study and School Law and Regulations as determined by the Principal and his assistants during the term, taking 50 as the maximum for each subject.

Instead of a final examination in Practical Teaching the Principal on consultation with his assistants shall assign to each student the number of marks to which he considers him entitled from his sessional record, taking 200 as the maximum. He shall also assign marks based upon his estimate of the student's aptitude as a teacher, and upon his powers of discipline and general management in the school room, taking 200 as the maximum. In assigning marks under the headings of Practical Teaching and Natural Aptitude the 200 marks in each case shall be apportioned on a sliding scale of 20, the student being marked 0, 20, 40, 60, or 80, etc. Any additional statement may be made under the heading of "Remarks" or on a separate sheet.

The standard required for pass by the Department will be 40 per cent. of the marks in each subject and 60 per cent. of the aggregate.

In reading the students' answers the marks assigned to each separate answer shall be placed on the margin of the answer-paper and the total placed on the outside with the student's name. All the answer-papers of the final examination shall be sent by express to the Education Department when the Principal's report is mailed.

The examination shall be so arranged that the report of the Principal may be received not later than December 14th, in order that certificates may be mailed by the Minister to the candidates not later than December 19th. Suitable remuneration will be made for the extra labour in connection with the final examination.

Education Department,
October, 1908.

II. ORDERS IN COUNCIL.

A. Belanger, M.A., appointed Inspector of Bilingual Separate Schools. Approved 17th January, 1908.

Miss Elizabeth M. Cluff, B.A., appointed teacher in Ottawa Normal School. Approved 17th January, 1908.

The following appointments to the Education Department approved 27th April, 1908:

Richard Stockhill, Messenger.
Miss Agnes M. Macpherson, Stenographer.
R. J. Beeman, Night Watchman.
Miss Lilian A. Hynes, Stenographer.
W. Walker, Assistant Clerk of Records.
T. Hunt, Normal School.
C. A. H. Clark, Museum.

Charles Scady appointed Gardener of the Normal and Model School Grounds. Approved 12th June, 1908.

Four graduates of the Lillian Massey School of Household Science and Art granted certificates of qualification as Teachers of Household Science in the Public and High Schools. Approved 29th June, 1908.

W. J. Karr, B.A., D.Paed., appointed Teacher in Ottawa English-French Model School, and Miss A. Powell appointed Drawing Teacher in the Toronto Normal School. Approved 17th July, 1908.

Regulations re Third Class Certificates. Approved 29th July, 1908.

Draft Syllabus of Studies and Regulations of the Normal Schools amended. Approved 29th July.

Twelve candidates for the examinations of the Faculties of Education awarded Interim Second Class Certificates valid for one year. Approved 29th July, 1908.

Amendments to the regulations regarding the distribution of the Legislative grants to the rural and the urban schools and also to the Continuation Schools and Fifth Classes. Approved 5th August, 1908.

The following appointments to the Stratford Normal School approved 7th August, 1908:

Miss Helen C. Mayberry, Teacher of Art.

Miss Edith M. Cottle, Teacher of Physical Training.

Miss Annie Auta Powell appointed Teacher in Drawing and Art at the Toronto Normal and Model Schools. Approved 12th August, 1908.

Ten graduates of the Macdonald Institute granted certificates as Teachers of Household Science in the Public and High Schools. Approved 14th August, 1908.

The following appointments approved 17th July, 1908:

F. W. Merchant, M.A., D.Paed., Chief Inspector of Public and Separate Schools.

J. F. Power, M.A., Inspector of Separate Schools.

John A. Houston, M.A., Inspector of High Schools.

Robert W. Anglin, M.A., Chairman of the Board of Examiners, and Registrar.

S. A. Morgan, B.A., D.Paed., Principal Hamilton Normal School.

S. R. Radcliffe, B.A., Principal, London Normal School.

W. H. Elliott, B.A., Principal, Stratford Normal School.

D. Walker. B.A., Principal, Peterborough Normal School.

And the following to be Normal School Masters:

A. G. Casselman. Toronto.

J. W. Emery, B.A., Stratford.

Geo. A. Cornish, B.A., Peterborough.

J. W. Gibson, M.A., Ottawa.

J. P. Hoag, B.A., London.

F. F. MacPherson, B.A., Hamilton.

Andrew Stevenson, B.A., London.

S. J. Keys, B.A., B.Paed., Peterborough.

H. S. Robertson, B.A., Stratford.

Wm. Prendergast, B.A., Toronto.

E. T. Slemon, B.A., Ottawa.

H. G. Park, B.A., D.Paed., Peterborough.

J. M. McCutcheon, B.A., Stratford.

J. H. Putnam, B.A., D.Paed., Ottawa.

The following appointments as occasional teachers at the Normal Schools approved 4th September, 1908:

A. N. Scarrow, Instructor of Manual Training, Peterborough.

Miss Ethel M. Steinhoff, Instructor of Domestic Science, Peterborough.

Miss Jessie Carr McRae, Instructor in Art, Peterborough.

Miss Helen Davies, Instructor in Music, Peterborough.

Miss Ivey J. Coventry, Instructor in Physical Culture, Peterborough.

A. J. Painter, Instructor in Manual Training, Hamilton.

Miss Clara E. Elliott, Instructor in Domestic Science, Hamilton.

Samuel J. Higgins, Instructor in Physical Training, Hamilton.

Julian R. Seavey, Instructor in Art, Hamilton.

Henry A. Stares, Instructor in Music, Hamilton.

Edward T. Seaton, B.A., appointed Assistant Master in Mathematics in the Hamilton Normal School. Approved 4th September, 1908.

Picton High School and Whitby Collegiate Institute included with those schools in which agricultural training shall be given. Approved 24th September, 1908.

The following appointments approved 30th September, 1908:
F. A. Jones, B.A., Head Master, Model School, Ottawa.
Fred. E. Coombs, B.A., Teacher Model School, Ottawa.
Miss Clara E. Kniseley, Teacher Model School, Toronto.
John Henderson, Engineer, Normal School, Hamilton.
L. Slaughter, Caretaker, Normal School, Ottawa.
Wm. Gibbs, Janitor, Normal School, Peterborough.

The following appointments to the Institution for the Blind at Brantford approved 30th September, 1908:
Mrs. Anna McCanna, Matron.
Miss E. Cooper, Teacher of Sewing.
John H. McDonald, Assistant Engineer.

The following appointments as Writing Masters in the Normal Schools approved 9th October, 1908:
John A. McKone, Peterborough.
John C. Logan, Ottawa.
Arthur F. Sproat, Toronto.
Robt. A. Henderson, Stratford.
Oscar Main, Hamilton.
Jas. A. Westervelt, London.

The following appointments approved 21st October, 1908:
Miss Ada Butchart, Instructor of Domestic Science at London and Stratford Normal Schools.
Miss Bessie Mowry, Stenographer, Peterborough Normal School.
Miss F. Fox, Stenographer, Stratford Normal School.

W. H. C. Phillips appointed to the Museum. Approved 10th November, 1908.

Miss E. A. Willoughby appointed Matron of the Institution for the Deaf and Dumb, Belleville. Approved 10th November, 1908.

Robt. Patterson appointed Engineer, and Wm. Casson appointed Caretaker of Stratford Normal School. Approved 19th November, 1908.

Miss Alice M. Peebles appointed Secretary and Librarian of the Hamilton Normal School. Approved 24th November, 1908.

Charles Emery appointed Instructor in Drill and Calisthenics at the Ottawa Normal and Model Schools. Approved 9th December, 1908.

S. Silcox, B.A., D.Paed., appointed Principal of Stratford Normal School, and Miss Allene B. Neville, Household Science Instructor at London and Stratford Normal Schools. Approved 24th December, 1908.

APPENDIX L.—REPORT OF THE LIBRARIAN OF THE DEPARTMENT OF EDUCATION.

To The Hon. R. A. Pyne, M.D., LL.D., M.P.P., *Minister of Education for the Province of Ontario*:

Sir,—I have the honour to submit herewith the Report of the Library of the Department of Education for the year 1908.

Table "A" shows an increase of 1,115 books loaned during the year. On the average 25 books were taken out each day. The demand of the students of the Faculty of Education in the University of Toronto and of a number of persons throughout the Province reading for the Degree of B. Paed. and D. Paed., have contributed not a little to this result.

Table "B." With respect to this Table as to the buying of books for the Library I may say that every care has been taken during the year to get the best possible value for our money. An effort has been made to see that each department receives its fair share of new books, the first consideration being given to pedagogics.

Table "C" shows a decrease in the number of books donated to the Library in 1908 as compared with 1907.

Table "D." Regarding the number of newspapers and magazines received during 1908 there has been an increase of only 8.

Table "E." The books bound in 1908 show an increase of 90 volumes more than last year. The binding of a number of pamphlets and paper covered books, which were well worth preserving, accounts for this increase.

Table "F" chronicles a steady growth of interest in our Reference Library. While the number of visitors consulting Reference books last year reached 9,059, the number during 1908 was 10,488 persons, an increase of 1,429. It is needless to point out that this entailed a great deal of additional work on the staff and rendered it utterly impossible to attempt the cataloguing of the books of any section of the Library.

May I once more call your attention to the extreme need that exists for new shelving being placed in the Library unless a building, specially designed for Library purposes, is contemplated in the near future. There is plenty of room for one east of the present building. However, if this is an impossibility, then the re-shelving of the present Library should be undertaken to enable us at least to add more books on the Science of Education and to enlarge the Reference section, which is proving such a boon to members of the profession as well as to the general public.

At the present time the shelves are so severely taxed that further accessions are almost out of the question.

Each year in the present building with the present accommodation makes it more difficult to conduct the Library with the progressive efficiency which should characterize it as an integral part of the Educational machinery of the Province. To be useful to the profession the Library should be in every sense, accessible and up-to-date.

The Government provides an academic and professional course of instruction for such men and women as wish to qualify for the teaching profession.

It should also provide a well stocked educational Library from which the teacher, after he has graduated from the Normal School and Faculty of Education, may freely draw in order to broaden and widen his educational outlook.

Teachers are underpaid, and yet they are called upon to render a most valuable service to the public. A Library from which they could obtain, without expense, educational works of genuine merit would arouse in them an interest in school life and problems beyond the confines of their local school.

Books embodying the experience of earnest teachers anxious to give their fellow teachers the benefit of their work in the school room, are constantly being issued from the press, and the Library of the Department should be a dépôt where they could be inspected. The title of a book is not always a guide to its worth, or to its suitability to the teacher's need. A cursory examination of its pages, however, would soon reveal that fact and enable the teacher to decide whether he should place it in his collection or not. Surely, then, room should be found for the ever increasing stream of literature intended for the help and guidance of members of the teaching profession.

The Government has given abundant evidence of its determination to improve the school system. It emphasizes this determination when it makes the Educational Library more accessible and more useful to the teachers of the Province.

Respectfully submitted,

HENRY R. ALLEY, *Librarian.*

Toronto, January, 1909.

TABLE "A."

Number of Books loaned, 1899-1908.

Books given out in the month of—	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908
January	484	526	518	542	587	673	646	714	787	850
February	868	948	1,124	959	1,036	970	848	877	831	883
March	1,158	1,454	1,563	1,084	1,538	978	777	1,042	704	1,062
April	848	766	997	1,187	899	854	497	578	691	661
May	895	911	867	832	901	738	723	853	739	756
June	518	540	576	510	591	482	317	319	456	388
July	256	231	317	336	168	220	296	344	176	227
August	329	224	176	233	152	259	260	203	124	120
September	489	432	411	538	476	378	446	401	388	312
October	1,018	1,312	1,058	958	761	776	661	616	805	1,011
November	1,034	1,229	1,014	1,158	687	900	962	776	1,045	1,236
December	549	547	516	535	600	480	475	485	352	707
Totals	8,446	9,120	9,137	8,872	8,396	7,708	6,908	7,208	7,098	8,213

TABLE "B."

The Number of Books Purchased in 1904-1908 was as follows. (A list, in detail, for 1908, will be found at the end of this Report.)

Subjects.	1904	1905	1906	1907	1908
Pedagogics	18	30	22	78	126
Science (Political Economy, Anthropology, etc.)	10	32	17	11	59
Philosophy, Ethics and Religion	17	13	18	37	46
Manual Training, Industrial Education and Domestic Science	24	66	30	21	26
Poetry	13	5	16	35	20
Fiction and Practical Life	79	37	198	42	33
Literature	92	70	11	29	44
Text-Books	37	84	70	60	53
Natural History and Nature Study	20	25	28	39	21
Arts	15	5	19	29	22
Miscellaneous (History, Biography, Reference Works)	84	119	119	260	166
Totals	409	486	548	641	616

TABLE "C."

Table showing number of Books donated to the Library during the years 1901-1908.

—	1901	1902	1903	1904	1905	1906	1907	1908
Text-Books	111	41	144	349	95	326	25	13
Miscellaneous	13	54	95	16	37	177	42	32
Totals	124	95	239	365	132	503	67	45

TABLE "D."

Newspapers and Magazines Received during the years 1903-1908.

—	1903	1904	1905	1906	1907	1908
Number of daily and weekly newspapers received	89	109	126	90	87	89
Number of magazines and other periodicals received	111	94	98	102	101	107
Totals	200	203	224	192	188	196

TABLE "E."

Books, Magazines, etc., bound during the years 1896-1908.

1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908
98	99	90	94	37	83	71	4	81	45	217	58	148

TABLE "F."

Visitors Consulting Reference Books.

	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	Total.
1907	611	729	691	848	833	517	579	768	1,019	1,056	1,052	356	9,059
1908	917	920	957	775	849	755	692	801	1,040	1,090	1,001	691	10,488

REPORTS AND OTHER DOCUMENTS RELATING TO EDUCATION, ETC., RECEIVED DURING 1908.

From Great Britain and Ireland.

London County Council: (1) Annual Report of the Council for the year ended 31st March, 1907. (2) Public Health County of London, Report of the Medical Health Officer of the County for the year, 1906. (3) Report of Education Committee, submitting a Report of the Executive Officer dealing with Schools for Blind, Deaf, Mentally Defective and Physically Defective Children for the year ended 31st March, 1907. (4) Report of Committee, submitting a Report of the Executive Officer on Higher Education for the year ended 31st July, 1907. (5) Report of the Committee on Industrial and Reformatory Schools.

Board of Education, London: (1) Statistics of Public Education in England and Wales, 1905, 1906 and 1907. (2) Statistics of Public Education in England and Wales, 1906, 1907 and 1908, Pt. 1. (3) Suggestions on Rural Education by T. S. Dymond. (4) Annual Report 1906-07. (5) Report of the Consultative Committee upon the question of Devolution by County Education Authorities. (6) Educational Pamphlets No. 13, The Problem of Rural Schools and Teachers in North America. (7) Revised Instructions applicable to the Code of 1902. (8) Continuation School Work in the Grand Duchy of Baden and Canton, Zurich.

Special Reports on Educational Subjects: Vol. 17, Schools, Public and Private in the North of Europe. Vol. 19, School Training for the Home Duties of Woman. Vol. 21, School Excursions and Vacation Schools.

Report of the Inspection of Schools in Great Britain by C. F. de la Fosse, M.A., 1906.

Second International Congress on School Hygiene, London—Transactions: Vols. 1, 2 and 3, 1907.

Minutes of Proceedings—Colonial Conference, 1907, Held at the Colonial Office, London, England, April 15 to May 14, 1907.

Royal Colonial Institute—Journal—Pt. I., Vol. 39, Dec., 1907.

Royal Colonial Institute—Proceedings, Vol. 39, 1907-08.

University of London—Calendar, 1908-09.

Cambridge Antiquarian Society—Catalogue of First Exhibition of Portraits in this Society's Collection and Cambridge Caricatures to 1840.

Cambridge Antiquarian Society—Proceedings, 21 Oct.-2 Dec., 1907. Proceedings, Jan. 27-March 16, 1908.

Scotch Education Department—The Cleansing and Disinfecting of Schools, 1907.

Scotch Education Department—Report of Committee of Council on Education with Appendix, 1907-08.

Report of the International Conference on the Education of the Deaf, Edinburgh.

Department of Agriculture and Technical Instruction for Ireland—Journal for Jan., July and October, 1908.

Department of Agriculture and Technical Instruction in Queenstown, by Geo. Thompson.

Rules and Regulations of the Commissioners of National Education in Ireland, 1907-08.

From the British Possessions.

Australasias:

New South Wales: (1) Interim Report of the Commissioners on certain parts of Primary, Secondary, Technical and other branches of Education, 1903. (2) Report of the Commissioners on Secondary Education, 1904. (3) On Agricultural, Commercial, Industrial and other Forms of Technical Education, 1905.

Victoria: (1) Report of the Minister of Public Instruction for 1906-07. (2) Preliminary Report of the Directors of Education from Observations made during an Official Visit to Europe and America with recommendations referring to State Education in Victoria. (3) Education Gazette (issued monthly), 1908.

South Australia: Report of the Board of Governors of Public Library, Museum and Art Gallery, 1906-07.

Western Australia: Report of the Education Department for 1907.

Queensland: Thirty-Second Report of the Secretary for Public Instruction for 1907.

South Africa:

Cape of Good Hope: (1) Educationl Gazette, Capetown (issued monthly), 1908. (2) Report of the Superintendent General of Education for year ended Sept. 31, 1907.

Natal: Report of Superintendent of Education for year ended June 30, 1907.

From the Dominion of Canada.

Reports of the Superintendents of Education for (1) Quebec, 1906-07; (2) Nova Scotia, 1907; (3) Prince Edward Island, 1907; (4) New Brunswick, 1906-07; (5) Alberta, 1906-07; (6) Saskatchewan, 1906.

Statistical Report of the Department of Education of the North-West Territories, 1904-5.

Annual Report of the Edmonton Public School Board, Dec. 31, 1907.

Regulations of the Department of Education, Alberta, September. 1906.

Catalogue of Books for Public School Libraries and School Reference Libraries, Alberta.

Gardens for New Brunswick Schools—A Compilation by Dr. D. W. Hamilton.

Dominion Educational Association—Report of Proceedings, July 10-13, 1907.

University of Toronto: (1) Report of the Board of Governors for the year ending June 31, 1907. (2) Calendar, 1907-08. (3) Calendar of the Faculty of Applied Science and Engineering, 1908-09. (4) Calendar of the Faculty of Arts, 1908-09.

Trinity University: Year Book, 1908.

McGill University and College: (1) Annual Report of the Governors, Principal and Fellows for the year 1906-07. (2) Annual Calendar, 1908-09.

University of Ottawa: (1) Calendar, French and English, 1908-09. (2) Calendar, English, 1908-09.

University of Manitoba: (1) Calendar, 1908-09. (2) Examination Papers, 1908.

Queen's College and University, Kingston: (1) Calendar, 1908-09. (2) Examination Papers, 1908. (3) Calendar of the School of Mining, 1908-09.

Ontario Agricultural College, Guelph: Calendar, 1908-09.

Presbyterian College, Halifax, N.S.: Calendar, 1908-09.

Annuaire de L'Université Laval pour l'annee Academique, 1908-09.

Hamilton Scientific Association: (1) Journal of Proceedings, No. 22, 1905-06, and No. 23, 1906-07. (2) Proceedings of Jubilee Celebration, 1857-1907.

Annual Reports and Charter of the Bank of Commerce, 1867-1907, Vols. I. and II.

Canada Year Book, 1906.

Report of the Toronto Public Library, 1907.

Minutes and Proceedings of the County Council of the County of Grey, 1908.

Census of Population and Agriculture of the North-West Provinces, 1906.

Annual Report of the York Pioneers and Historical Society, 1908.

The Ontario Natural Science Bulletin. Journal of the Wellington Field Naturalists' Club, Guelph, No. 4, 1908.

A brochure of the Timber of British Columbia, compiled by C. F. Pretty.

Memorandum by Major-General P. H. N. Lake, Inspector-General, upon a certain portion of the Report of the Civil Service Commission, 1908.

"Montreal and Quebec," the Two Most Interesting Cities in Canada, 1908.

Two hundred facts about the coming Metropolis of Canada, Winnipeg, 1908.

Annual Report of the Champlain Society, May, 1908.

House of Commons, Ottawa: (1) Sessional Papers, 1906-07; (2) Journals, 1906-07; (3) Appendix to the 39th Vol. of the Journals, Session 1904; (4) Appendix to Journals, 1905 and 1906-07.

Legislative Assembly, Manitoba: Journals and Sessional Papers, 1908.

Legislative Assembly, Ontario: (1) Sessional Papers, 1907 and 1908; (2) Statutes, 1908; (3) Bills, Vols. I. and II., 1908; (4) Journals, 1908.

Department of Agriculture, Ontario: Annual Report of the Bureau of Industries, 2 Vols., 1906.

From the United States.

A Primer of Forestry—Practical Forestry, by Gifford Pinchot.

State of New York Education Department: State Museum Report No. 58, 1, 2, 3, 4 and 5, 1904; Bulletins 90, 92, 99, 100, 101, 102, 103, 104

and 105, of 1906; 106, 107, 108, of 1907. State Library Report, No. 87, Vols. I. and II.; Bulletins, 99, of 1905; 100, 102, 104, 106, 107 and 109, of 1906. Home Education Department, Bulletin 44 of 1904, and Bulletin 45 of 1905. Education Department Annual Report, 1905; Supplemental Vol., 1905; Annual Report, 1906. Higher Education Bulletins, 25, 29, 32 and 33, of 1906; 28 of 1907; Department Bulletin No. 4, of 1907. State Library, Year Book of Legislation. State University—State Museum Report, No. 57, Vols. I. and II., of 1903.

State of Massachusetts: (1) Bulletin of Institute of Technology, Catalogue, Dec. 1907; (2) Commission on Industrial Education, Munich, Bulletins Nos. 1, 3, 4, 5, 6, 7, 10 and 11; (3) Report of Commission on Industrial Education, Boston, March, 1907.

Department of the Interior, Washington: (1) Annual Report of the Commissioner of Education, Vols. I. and II., 1906; (2) Report of the Commissioner of Education for the year ending June 30, 1905; (3) Continuation Schools in the United States, by Arthur J. Jones, 1907; (4) The Auxiliary Schools of Germany, by B. Maennel, 1907; (5) The Elimination of Pupils from Schools, by Edward L. Thorndike; (6) Agricultural Education, including Nature and School Garden, by J. R. Jewell.

Brochure by Dr. E. E. Brown, on "The Relation of the Home to Moral and Religious Education."

Annual Catalogue of Vassar College, 1907-08.

The Carnegie Foundation for the Advancement of Teaching: (1) Second Annual Report of the President and Treasurer; (2) A Plan for an exchange of Teachers between Russia and the United States; (3) The Financial Status of the Professors in America and in Germany.

Annual Report of the Winnebago County Schools, 1907.

Sixty-fourth Annual Report of the Board of Education of Detroit, 1907.

Second Annual Report of the Commissioner on Industrial Education, Jan., 1908.

Normal College of the North America Gymnastic Union at Indiana College, Indianapolis, 1908-09.

The Georgia School of Technology, 1907-08.

Report of the President of Hobart College, 1907-08.

Hobart College Bulletin, 1908.

Drexel Institute of Art, Science and Industry: Year Book of the Department and Course of Instruction, 1907-08, Phil.

Ninth Report of the Michigan Academy of Science, Ann Arbor, March 27th, 1907,

Georgetown University Publications—General Catalogue of the University, 1907-08.,

St. Louis University, Catalogue Number, 1908,

Calendar of Baylor University, Waco, Texas, 1907-08.

John Crerar Library: A List of Books Exhibited Dec. 30th, 1907, Jan. 4th, 1908.

Report of the Librarian of Congress and report of the Superintendent of the Library Buildings and Grounds, Washington, 1907.

Reports from the California State Library, 1907-08.

Augustana Library Publications, 1907.

Report of the Bureau of Census, Washington, 1907.

Association of International Conciliation Publications during 1908.

Connecticut Public Library Documents, No. 1—Grange Circulating Libraries, 1908.

Biennial Report of the State Treasurer, State of California, July 1st, 1906, to June 30th, 1908.

Special Reports, Department of Commerce and Labour—Bureau of Census, Washington.

An Address before the Conference on Education of the Methodist Episcopal Church—The Relations of Christian Denominations to Colleges by Henry S. Pritchett, Atlanta, Ga., 1908.

Quarterly Publications of the American Statistical Association—June, 1907.

Eleventh Biennial Report of the Bureau of Labor Statistics of the State of Illinois, 1907.

Annual Report of the Board of Regents of the Smithsonian Institution for the year ending June 30th, 1907.

Memoirs Peabody Museum, 1908.

Texas Peace Congress, at Baylor University, Waco, Texas, Nov., 1907, and Jan., 1908.

Circular of the School of Industrial Art of the Pennsylvania Museum, Philadelphia, 1908-09.

National Education Association—Journals of Proceedings and Addresses of 45th Annual Meeting, held at Los Angeles, California, July 8-12, 1907.

National Education Association: Year Book and List of Active Members, 1907-08. Los Angeles Meeting.

From Foreign Countries.

El Monitor de la Educación Común, Buenos Ayres, 1908. (Issued Monthly.)

Bollettino Ufficiale del Ministers, Dell Istruzione Pubblica, Rome, Italy, 1908. (Issued Monthly.)

Leyes Electorales de la Republica Oriental del Uruguay, Montevideo, 1907.

Discurso—Programa del Presidente de la Republica, Dr. Don Claudio Williman, Montevideo, 1907.

Diario de Sesiones de la H. Camara de Senadores de la Republica Oriental del Uruguay, Montevideo, 1905.

Anales de Instrucción Primaria, 1908, Montevideo.

Chambre de Commerce Francaise de Montevideo, 1882-1907.

Jahrbuchdes Unterrichtswesens in der Schweiz Switzerland, 1906.

El Magisterio—Publicación Mensual Director—José Rezzano, Buenos Ayres, 1908.

Regolamento Per le Bibioteche Pubbliche Governative, Rome, 1908.

Las Conversaciones Del Abuelo, por Federico Passey—Buenos Ayres, 1908.

33rd Annual Report of the Minister of State for Education, 1905-06, Japan.

List of Books Purchased during 1908, with Names of Authors.

Pedagogics.

Seven Lamps for the Teacher's Way, Frank A. Hill.
Roman Education, A. S. Wilkins.
Psychology and Pedagogy of Reading, Edmond Burke Huey.

Psychology for Teachers, C. Lloyd Morgan.
Psychology, J. R. Angell.
The Mind in the Making, Edward James Swift.
The Mind and its Education, George Herbert Betts.
Structure and Growth of the Mind, W. Mitchell.
Columbia University Contribution to Education, Teacher's College Record:—
The Vocabulary of High School Latin, Gouzalez Lodge.
The College Curriculum in the United States, Louis F. Snow.
The Learning Process, or Educational Theory implied in Theory of Knowledge, Jesse H. Coursault.
Public Education in Upper Canada, Herbert T. J. Coleman.
The Curriculum of the Elementary Schools, A Re-print from Teacher's College Record.
Columbia University, New York, Syllabus of a Course on the Theory and Practice of Teaching in Elementary Schools.
Religious Teaching in Secondary Schools, Rev. Geo. C. Bell.
Religious Education Association:—
(1) The Aims of Religious Education.
(2) The Materials of Religious Education.
(3) The Bible in Practical Life.
Religious Teaching in Schools, Helena L. Powell.
Religious Education and the Public Schools, Geo. W. Venner.
Moral Training in Public Schools, Charles E. Rugh.
Moral Training in Public Schools, Charles E. Rugh, T. P. Stevenson, Edwin D. Starbuck, Frank Cramer, Geo. E. Myers.
Suggestions in Education, M. W. Keatinge.
Continuation Schools in England and Elsewhere, M. E. Sadler.
English High Schools for Girls, Sara A. Burstall.
John Bull and His Schools, W. R. Lawson.
The Management of a City School, Arthur C. Perry.
Individual Training in Our Colleges, Clarence S. Birdseye.
Departmental Teaching in Elementary Schools, Van Evrie Kilpatrick.
The School House, Its Heating and Ventilation. Joseph H. Moore.
History of the Burgh and Parish Schools of Scotland, 1876, James Grant.
Notes on American Schools and Training Colleges, J. G. Fitch.
Our Children, Our Schools, and Our Industries, Andrew Sloan Draper.
A French Eton, Matthew Arnold.
The School and the Child, John Dewey.
The Child and the Curriculum, John Dewey.
The Teaching of German in Secondary Schools, E. W. Bagster-Collins.
The Teaching of Languages in Schools, W. H. Widgery.
The Art of Translating, Herbert C. Tolman.
Aims and Method in Classical Study, Wm. Gardner Hale.
Linguistic Development and Education, M. V. O'Shea.
Dynamic Factors in Education, M. V. O'Shea.
A Theory of Motives, Ideals and Values in Education, Wm. E. Chancellor.
The Principles of Intellectual Education, F. H. Matthews.
Home, School and Vacation, Annie W. Allen.
A Brief Course in the History of Education, Paul Monroe.
Text Book in the History of Education, Paul Monroe.
State Intervention in English Education, A Short History from the Earliest Times down to 1833, J. E. G. De Montmorency.

The Practice of Instruction, John Wm. Adamson.
Pioneers of Modern Education, 1600-1700, John Wm. Adamson.
A Primer of General Method, Sidney Edward Lang.
Pedagogues and Parents, Ella C. Wilson.
German Education, Past and Present, Friedrick Paulsen.
Chapters in Rural Progress, Kenyon L. Butterfield.
Education in a Prussian Town, Herbert McCartney Beatty.
A Liberal Education in General, University of Cambridge, 1850, Wm. Whewell.
Elements of General Method, 1872, Charles A. McMurry.
The Teaching of History, Dr. Oskar Jäger.
The Teaching of Elementary Mathematics in Preparatory Schools, Report of the Mathematical Assoc. Committee 1907, England.
The Teaching of Mathematics in Elementary and Secondary Schools, J. W. A. Young.
First Year Mathematics for Secondary Schools, Geo. Wm. Myers.
Studies in Historical Methods, 1897, Mary S. Barnes.
Essays on Professional Education 1809, R. L. Edgeworth.
Debatable Claims, Essays on Secondary Education, John Charles Tarver.
Essays on Secondary Education, Christopher Cookson.
Four Periods of Public Education, as reviewed in 1832-1839-1846-1862, Sir James K. Shuttleworth.
Principles of Secondary Education, Charles de Garmo.
What is Secondary Education and other Essays, 1899, edited by R. P. Scott.
National Education, Laurie Magnus.
National Education, Systems, Institutions and Statistics of Public Instruction in different Countries, Henry Barnard.
Lectures on Education delivered at the Royal Institution of Great Britain, pub. by John W. Parker.
Industrial Education, A System of Training for men entering upon Trade and Commerce, Harlow S. Person.
Education and Industrial Evolution, Frank T. Carlton.
Strictures on the Modern System of Female Education, 1799, Hannah More.
Education of Girls and Women in Great Britain, C. S. Bremner.
Education of Girls in Switzerland and Bavaria, Isabel L. Rhys.
The Life and Work of Christopher Dock, Martin G. Brumbaugh.
Thomas and Matthew Arnold and Their Influence on English Education, Sir Joshua Fitch.
Memoirs and Life of David Stowe, 1868, Rev. Wm. Fraser.
Jean Jasques Rousseau, Gabriel Compayre.
Memoirs of a Great Schoolmaster, James P. Conover.
The Schoolmaster, 1743, Robert Aschem.
An Introduction to Child Study, W. B. Drummond.
The Child's Mind, Its Growth and Training, W. E. Urwick.
The Kindergarten in American Education, Nina C. Vandewalker.
Comenius School of Infancy, W. S. Monroe.
The Songs and Music of Froebel's Mother Play, Susan E. Blow.
In the Child's World, Emilie Poulsson.
For the Children's Hour, Carolyn S. Bailey and Clara M. Lewis.
Two Children of the Foothill, Elizabeth Harrison.
More Mothers' Stories, Maud Lindsay.
Symbolic Education, Susan E. Blow.
Talks to Students on the Art of Study, Frank Cramer.

The Catholic School System in the United States, Rev. J. A. Burns.
The Training of the Imagination, Jane Rhoades.
A French Eton, or Middle Class Education and the State, Matthew Arnold.
Moral Instruction and Training in Schools, edited by M. E. Sadler. Vols. I and II.
The Voice in Education, Its Place and Training, Bernard Baylis.
Elements of Psychology, Sydney H. Melone and Margaret Drummond.
A Study of Mathematical Education, Benchara Brantford.
Day Dreams of a Schoolmaster, D'Arcy W. Thompson.
A Century of Education, Henry Bryan Binns.
Addresses and Proceedings of the National Educational Association, 1902, Minneapolis.
Report of the Committee of Twelve on Rural Schools.
Report of the Committee of Seventeen on the Professional Preparation of High School Teachers, July, 1907.
Report of the Committee of Ten on Secondary School Studies.
Reports of the Committee on the following subjects:—
On the Relation of Public Libraries to Public Schools.
On College Entrance Requirements, July, 1899.
On Salaries, Tenure, Pensions.
On Normal Schools.
On Industrial Education in Schools for Rural Communities.
On Taxation as Related to Public Education, July, 1905.
Preliminary Report on Industrial Education for Rural Communities.
Preliminary Report on Provisions for exceptional children in the Public Schools.
Industrial Revolution, W. Cunningham.
Scheme of Religious Instruction for Leeds County Schools.
The Teaching of English Grammar, by F. A. Balfour.
The Standard of Usage in England, Thos. R. Lounsbury.
Thought Culture, by Mrs. Egerton Eastwick.
The History of the Alphabet, Vols. I and II, Isaac Taylor.
The Sounds of English, Henry Swett.
Lectures on the Logic of Arithmetic, M. E. Boole.
On the Study and Difficulties of Mathematics, Augustus De Morgan.
Essays on a Liberal Education, 1867, Rev. F. W. Farrar.
The Moral Instruction of Children, Felix Adler.
Lectures on the Elementary Psychology of Feeling and Attention, Ed. B. Titchener.
The Madras School or Elements of Tuition, Rev. Dr. Andrew Bell.
Stories to tell to Children, Sara Cone Bryant.
Natural Reading, A Manual of Instruction for Teachers, Lew A. Bell.
Hand Book of Education, J. H. Yoxall and Ernest Gray.
Pupil Self-Government, its Theory and Practice, Bernard Cronson.
Some Thoughts concerning Education, John Locke.
The Psychology of Inspiration, Geo. L. Raymond.

List of Books purchased during 1908, with Names of Authors.

Science, Political Economy, Anthropology, etc.

History of Physics, Florian Cajori.
Heat, for Advanced Students, Edwin Edser.
Light, for Students, Edwin Edser.
History of Elementary Mathematics, Florian Cajori.
History of Mathematics, by Florian Cajori.
A Scrap Book of Elementary Mathematics, Wm. F. White.
A Brief History of Mathematics, Dr. Karl Fink.
Lectures on Elementary Mathematics, Joseph L. Lagrange.
Mathematical Essays and Recreations, Hermann Schubert.
Geometry.—Theoretical and Practical, W. P. Workman and A. G. Cracknell.
Space and Geometry, Dr. Ernest Mach.
The Foundations of Geometry, David Hilbert.
Euclid's Parallel Postulate, John Wm. Withers.
Essays on the Theory of Number, Richard Dedekind.
Elementary Illustrations of the differential and Integral Calculus, Augustus de Morgan.
History of Chemistry, Dr. Hugo Bauer.
Organic Chemistry, Ira Remsen.
History of Chemistry, Ernest Von Meyer.
Introduction to General Inorganic Chemistry, Alexander Smith.
Magnetism and Electricity for Beginners, H. E. Hadley.
Practical Electricity, published by The Cleveland Armature Works.
How and Why of Electricty, Charles T. Child.
International Library of Technology, 20 vols.
History of Astronomy, Walter W. Bryant.
Astronomy with an Opera Glass, Garrett P. Serviss.
Astronomy without a Telescope, E. Walter Maunder.
A Field of Stars, Wm. Tyler Olcott.
Field and Laboratory Exercises in Physical Geography, James F. Chamberlain.
Abstracts and Results of Magnetical and Meteorological Observations at the Magnetic Observatory, 1841-1871 inclusive, Toronto.
Canadian Archæology, An Essay, Wm. Kingsford.
Archæology and False Antiquities, Robert Munroe.
The American Indian, A. F. Flynn.
A Narrative of the Mission of the United Brethren, Among the Deleware and Mohegan Indians, 1740-1808, John Heckewelder.
Manners and Monuments of Prehistoric People, The Marquis de Nadaillac.
Manual of Egyptian Archæology and guide to the Study of Antiquities in Egypt, G. Maspero.
National and Social Problems, Frederic Harrison.
History of Political Economy, John Kells Ingram.
Every Man his own Financier, Franklin A. C. Mignon.
Citizen's Part in Government, Elihu Root.
The Citizen and his duties, Wm. F. Trotter.

Philosophy, Ethics and Religion.

A Short History of Philosophy, Arch. B. D. Alexander.
Source Book in Ancient Philosophy, Charles M. Bakewell.

Fragments in Philosophy and Science, James Mark Baldwin.
Thoughts and Things, Vol. I. and II., James Mark Baldwin.
The Philosophy of Loyalty, Josiah Royce.
The Persistent Problems of Philosophy, Mary W. Calkins.
Kosmos: or Philosophical Studies, George Woolnough.
Democracy and Social Ethics, Jane Addams.
Ethics for Young People, C. C. Everett.
Ethics in the Schools, Ella Flay Young.
Social Control, Edward A. Ross.
Culture by Conversation, Robert Waters.
Teachers' Handbook of Moral Lessons, A. J. Waldegrave.
The Philosophical Basis of Religion, John Watson.
Telling Bible Stories, Louise L. Houghton.
An Apostle of the North, Rt. Rev. Bishop W. C. Bompas.
The Story of the Bible, Rev. Jesse Lyman Hurlbert.
The Story of Hymns and Tunes, T. Brown and H. Butterworth.
Science and Faith, Dr. Paul Topinard.
Letters to the Jews, David Willson.
Wesley and His Century, Rev. W. H. Fitchett.
Ancient Ideals, Henry Osborne Taylor.
The Hibbert Lectures, 1888, The Influence of Greek Ideals and Usages upon the Christian Church, Edwin Hatch.
Religion of the Ancient Egyptians. Alfred Wiedemann.

Manual Training, Industrial Education and Domestic Science.

Year Book of the Council of Supervisors of the Manual Training Arts, 1907.
Educational Woodworking for Home and School, Joseph C. Park.
The Woodworker and Art Metal Worker, 7 vols.
How it is Made, Archibald Williams.
Modelling in Relief, Dora Pearce.
Geometric Exercises in Paper folding, T. S. Rowe.
Indian Basketry, Vols. I, and II., Otis Tufton Mason.
Working with the Hands, Booker T. Washington.
Manual Training in Education, C. M. Woodward.
Correlated Handwork, J. H. Tryborn and Regina R. Heller.
Mind and Hand, Charles Ham.
Beginnings in Industrial Education and other Educational Discussions, Paul H. Hanus.
The Fun that Glue Made, Clara A. Williams.
Commercial Raw Material, Charles R. Toothaker.
Foods, Edward Smith.
Foods and Their Uses, Frank O. Carpenter.
The Philosophy of Eating, Albert J. Bellows.
The Book of Fruit Bottling, Edith Bradley and May Crooke.
Nature and Health, Edward Curtis.

Poetry.

The Princess and Maud, Alfred Lord Tennyson.
Idylls of the King " "
Ballads and other Poems, " "
Queen Mary and Harold, " "
Enoch Arden and In Memoriam " "
Demeter and other Poems, " "
} Edited by his son.

The Divine Comedy, Dante.
Poems, Samuel T. Coleridge.
Poems, Robert Southey.
English Poems, edited by Walter C. Bronson.
Poetry and Truth from my own Life, J. W. Von Goethe.
Nineveh and other Poems, Geo. S. Viereck.
The Five Nations, Rudyard Kipling.
English Poetry, 1170-1892, John Matthew Manley.
A Treasury of Irish Poetry, edited by Stofford A. Brooke and T. W. Rolleston.
A Treasury of South African Poetry and Verse, Edward H. Crouch.
Autumn Leaves, M. A. Maitland.
Studies in Canadian Poetry, James Cappon.
Canadian Scenes and other Poems, Rev. W. H. Porter.
Converse with the King, Rev. W. H. Porter.

Fiction and Practical Life.

Camp and Trail, Stewart Edward White.
The Magic Forest, Stewart Edward White.
Young Barbarians, Ian Maclaren.
The Music Lover, Henry Van Dyke.
The School of Life, Henry Van Dyke.
The Thread of Gold, Arthur C. Benson,
The House of Quiet. " "
The Schoolmaster " "
Sixty Years in Upper Canada, Charles Clarke.
Old Quebec, The City of Champlain, Emily P. Weaver.
The Land of the Maple Leaf, B. Stewart.
Weiga of Temagami, Cy Warman.
Stories of the Maple Land, Katharine A. Young.
The Measure of the Rule, Robert Barr.
Life in Canada, Thomas Conant.
The Story of Te Wahara, John Alex. Wilson.
The Brushwood Boy, Rudyard Kipling.
Puck of Pook's Hill, Rudyard Kipling.
Bemocked of Destiny, Aeneas McCharles.
Days before History, H. R. Hall.
Along the Labrador Coast, Charles W. Townsend.
A Woman's Way Through Unknown Labrador, Mrs. Leonidas Hubbard.
Seas Between, Annie M. Wood.
The House in the Water, Charles G. D. Roberts.
Through the Magic Door, Arthur Conan Doyle.
For the Children's Hour, 10 vols. Selected and arranged by Eva M. Tappan.
Our Little Brazilian Cousin, Mary F. Nixon, Roulet.
Our Little Alaskan Cousin, Mary F. Nixon, Roulet.
Our Little Canadian Cousin, Elizebeth R. Macdonald.
Emmy Lou, George Haddon Martin.
Little Citizens, Myra Kelly.
From Sea to Sea, Rudyard Kipling.
The Primadonna, F. Marion Crawford.

Literature.

Cambridge History of English Literature, Vol. I., II., A. W. Ward and A. R. Waller.
English Literature of the Nineteenth Century, Charles I. Cleveland.
Nineteenth Century Prose, Mrs. Lawrence Binyon.
The Later Nineteenth Century, George Saintsbury.
The Growth of the English, Henry C. Wyld.
Feeding the Mind, Lewis Carroll.
Among my Books, Vols. I. and II., James Russell Lowell.
A Treasury of English Literature, Kate M. Warren.
A Chat on Writers and Books. Vols. I. and II., John N. Crawford.
The Year's Work in Classical Studies, W. H. D. Rouse.
The Writing of English, Phillip J. Hartog.
Fingerposts to Children's Reading, Walter T. Field.
An Introduction to the Study of Literature, Edwin H. Lewis.
The Poetry of Robert Browning, Stofford A. Brooke.
A Study of Four Poets, Clough, Arnold, Rossette, Morris, Stofford A. Brooke.
The Arthur of English Poets, Howard Maynadier.
The Greater English Poets of the Ninteenth Century, William M. Payne.
Sidney's Apologie for Poetrie, J. Churton Collins.
English Poetry, its Principle and Progress, Charles Mill Gayley and Clement C. Young.
The Popular Ballad, Francis B. Gummere.
The Mind of Tennyson, E. Hershey Sneath.
A Companion to In Memoriam, Elizebeth R. Chapman.
A Commentary on Tennyson's In Memoriam, A. C. Bradley.
A Commentary on Tennyson's In Memoriam, Henry S. Sheppard.
Tales from Shakespeare, Charles and Mary Lamb.
Shakespearian Tragedy, A. C. Bradley.
Shakespeare as a Dramatic Artist, Richard G. Moulton.
Phases of Thought and Criticism, Brother Azarias.
Specimens of Modern English Literary Criticism, Wm. F. Brewster.
A History of Literary Criticism in the Renaissance, J. E. Spingarn.
Critical Essays of the Seventeenth Century, Vols. I., II., J. E. Spingarn.
Some Principles of Literary Criticism, C. T. Winchester.
Coleridge's Literary Criticism, J. W. Mackail.
Inquiries and Opinions, Brander Matthews.
Epic and Romance, Essays on Mediæval Literature, W. P. Ker.
A Sketch of Anglo-Indian Literature, Edward F. Oaten.
History in Fiction, English, Earnest A. Baker.
History in Fiction, American, Earnest A. Baker.
Hero and Hero Worship, Thomas Carlyle.
Tragedy. Ashley H. Thorndike.
Champlain, A Drama in three Acts, J. M. Harper.

Text Books.

High School Physical Science, pts. 1 and 2.
High School Chemistry, A. P. Knight, and W. S. Ellis.
Public School English Composition, Frederick H. Sykes.
Composition and Practical English, Wm. Williams.
First Steps in English Composition, H. C. Peterson.
English Composition, L. Cope Cornford.

Composition from Models, W. J. Alexander and M. F. Libby.
Specimens of Prose Composition, edited by Chas. R. Nuter, and others.
Materials and Models for Composition, English Essays, J. H. Fowler.
A Manual of Essay Writing, J. H. Fowler.
Letters and Letter-writing, Charity Dye.
An English Grammar on Historical Principles, John Lees.
A Modern English Grammar, Huber G. Buehler and Pelham Edgar.
Principles of English Grammar, G. R. Carpenter.
High School Grammar, John Seath.
The International Geography, edited by Hugh R. Mill.
A Complete Geography, edited by John C. Saul.
High School Geography, G. A. Chase.
Geographical Readers, 5 vols., Carpenter.
Mathematical Geography, Willis E. Johnson.
Students' Geography, George Gill.
A New Geography, J. M. D. Meiklejohn.
New History of England and Great Britain, J. M. D. Meiklejohn.
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APPENDIX M.—ANNUAL REPORT OF THE HISTORIOGRAPHER OF THE EDUCATION DEPARTMENT FOR THE YEAR 1908.

WHAT WE OWE TO THE UNITED EMPIRE LOYALISTS IN THE MATTER OF EDUCATION. — DISTINGUISHED PIONEER TEACHERS. — REMINISCENCES OF THOSE WHO FOLLOWED THESE PIONEERS IN LATER YEARS.

To the Honourable R. A. Pyne, M.D., LL.D., Minister of Education.

In the continuation of my Report of last year, I devote this Report to what the United Empire Loyalists did for Education in Upper Canada, and who were the distinguished Pioneer Teachers in the Early days of Upper Canada, etcetera.

The United Empire Loyalists, who settled in what is now the older parts of the Dominion of Canada in 1783, brought with them their zeal for Education and their sentiments of genuine loyalty to the British Crown.

The early British Colonials, who settled New England and the Atlantic States, were not long in establishing Elementary Schools and Superior Institutions of Learning. Of these latter Institutions they had established no less than nine Universities and Colleges before the American Revolution, videlicet: —

1. Harvard in Massachusetts, in 1638.
2. William and Mary, Virginia, in 1693.
3. Yale, Connecticut, in 1700.
4. Nassau Hall, now Princeton, New Jersey, in 1748.
5. King's (now Columbia), New York, in 1754.
6. Brown, Rhode Island, in 1765.
7. Dartmouth, New Hampshire, in 1770.
8. Queen's, now Rutgers, New Jersey, in 1771.
9. Hampden-Sidney, Virginia, in 1775.

Those of the Loyalists who came to this part* of Canada settled chiefly along the north shore of the Upper St. Lawrence and the corresponding margin of Lakes Ontario and Erie. They also brought with them from the Colonies their Educational traditions and their devotion to the Flag of the Empire. Those of them who had settled along the Bay of Quinte, (to whom a public Monument was afterwards erected), united in framing a Memorial to Governor-General, Lord Dorchester, (Sir Guy Carleton) in which, lamenting the educational privations which they had endured since their settlement in Upper Canada, they prayed the Governor to establish a "Seminary of Learning" at Frontenac, (Kingston). "To this representation the Reverend Doctor Strachan states that Lord Dorchester paid immediate attention, and gave directions to the Surveyor-General to set apart eligible portions of Land for the future support of Schools in all the new Settlements there."

*The United Empire Loyalists and the soldiers, who were disbanded at the conclusion of the Revolutionary war of 1776-1784, sought a home in New Brunswick, Nova Scotia and Upper Canada. Those of them who settled in Nova Scotia, true to their New England Educational instincts, rallied their forces and established a Collegiate School at a place called Pizaquid, afterwards named Windsor, in 1788, and, in 1790, organized a higher Institution, which became noted as King's College. To the active and enterprising U. E. Loyalist Women of New Brunswick, a Monument was erected some years ago. The Mother of the noted group of the Ryerson Brothers,—George, John, Egerton and Edwy,—was one of these distinguished Women. Many others of the Loyalists from these Provinces also settled in Upper Canada.

Animated by the same spirit that possessed the early Colonists of New England, the United Empire Loyalists as they settled in Upper Canada, established Schools of a superior class in the chief centres of their Settlements,—such as Kingston, Cornwall, Bath, York, St. Catharines, and afterwards at Newburgh. In 1806, a Grammar School was established by Act of the Upper Canada Parliament in every District, and ultimately (in 1816) the Common School, fashioned by the U. E. Loyalists on the New England pattern, was put into operation in the settled Townships of the Province.

In 1785, the Reverend Doctor George Okill Stuart opened a select Classical School at Kingston; and a Mr. Donovan taught the Garrison School there. In 1786, Mr. J. Clarke taught a School in Fredericksburg, and Mr. Smith one in Ernesttown. In 1789, Mr. Lyons kept School in Adolphustown. In the same year, Deacon Trayes, a Baptist, opened one at Port Rowan. In 1792, the Reverend Robert Addison, an Episcopalian, took charge of a School at Newark, (Niagara), then the Seat of Government. In 1794, the Reverend John Burns, a Presbyterian, (Father of the late Judge Burns,) opened a School at the same place; and, 1796, Mr. Richard Cockerel, taught an Evening School at Newark. Shortly afterwards he transferred his School to the Reverend Mr. Arthur, and removed to Ancaster, where he opened another School. A notice in the *York Gazette* in 1796 stated that, "as Schools were now in operation, ignorance would no longer be tolerated." In 1797, Mr. James Blayney opened a School at Niagara. In 1798, Mr. William Cooper taught a Select School in George Street, little York, (Toronto).

In July, 1799, the following notice in regard to the qualifications of Teachers appeared in the official *Upper Canada Gazette*:

"No Person will be countenanced, or permitted by the Government to teach School in any part of the Province unless he shall have passed an examination before the School Commissioner, and receive a Certificate from under his hand, specifying that he is adequate to the important task of a Tutor.

The following is a brief summary of the Schools which were opened in Upper Canada at the beginning of the Century: In 1800, the afterwards distinguished Mr. John Strachan, then just out from Scotland, opened a Private School at Kingston and in 1804, one at Cornwall. In 1802, Mr. and Mrs. Tyler taught a School near Niagara; and in the same year, Doctor W. W. Baldwin, (Father of the late Honourable Robert Baldwin), opened a Classical School at York, and, in 1803, the first School in Prince Edward District was opened at "High Shore," Sophiasburgh; another at "Grassy Point," was taught by Mr. John James. The Reverend William Wright, (Presbyterian), kept the first School at Myers' Creek, (Belleville), in 1805. He was there followed by Mr. Leslie.

In 1804, Mr. John Strachan, having been ordained, removed to the Mission of Cornwall, where, at the request of the Parents of his former Pupils at Kingston, he opened a Private School, as already intimated.

For several years this School was one of special note in Upper Canada; and, in it, and, in his more noted School at York, were educated many of those Gentlemen who afterwards filled some of the most important positions in the Province. Subsequently Mr. Strachan's School at Cornwall was constituted the Grammar School of the Eastern District. In 1806, a temporary Act was passed by the Legislature, and made permanent in 1808, establishing a Classical and Mathematical School in each of the eight Districts into which Upper Canada was then divided. In the same year, (1806), at the suggestion of the Reverend Doctor Strachan, an Act was passed, granting £400 for the purchase of Apparatus for illustrating the principles of Natural Philosophy, which were to be placed in the hands of a person employed in

the instruction of youth. In 1807, an appropriation of £800 a year for four years was made to provide for the Salaries of Masters in the Grammar Schools to be maintained in each of the Districts into which Upper Canada was then divided. These Masters were to be engaged by Trustees appointed by the Lieutenant-Governor, and the Governor's sanction, was also necessary for the Teacher's appointment. There is still, I understand, in existence the Letter, dated, April 16th, 1807, signed by Governor Gore, appointing the Reverend George Okill Stuart, D.D., Archdeacon of Kingston, to be first Head Master of the Home District Grammar School at York, (Toronto).

Mr. Barnabas Bidwell, (Father of the late Honourable Marshall Spring Bidwell), kept a good Latin School at Bath, on the Bay of Quinte, in 1811. In 1813, he removed to Kingston, where he taught for twenty years, until he died in 1833.

In 1812, The Reverend Doctor Strachan, was appointed Rector of York, and succeeded to Reverend George Okill Stuart as Head Master of what afterwards became the Home District Grammar School.

In 1813, the Reverend John Langhorn, (a Church of England Missionary at Ernestown and Bath, from 1787 to 1812, and the Teacher of a School), made a present of his Library to the Inhabitants of the Bay of Quinte District. In 1814, the Reverend Robert Baldwyn was appointed Grammar Schoolmaster at Cornwall, vice the Reverend John Bethune, afterwards Dean of Montreal, resigned.

In 1820, the "Central School at York" was opened under the Mastership of Mr. Joseph Spragge, Father of the late Chief Justice Spragge. Lieutenant-Governor and Lady Sarah Maitland took a special interest in the success of this School.

The Reverend Doctor Strachan resigned the Headmastership of the York District Grammar School on the 1st of July, 1823. He was succeeded by Mr. Samuel Armour, M.A., a Graduate of Glasgow University, who afterwards became a Clergyman of the English Church, and officiated many years in the Township of Cavan.

The Reverend Thomas Phillips, D.D., an accomplished Scholar, came out from England in 1825 to take charge of the Central School at York, and remained in the position of its Headmaster, much honoured and beloved by his Pupils, until, in 1829, when he was transferred to Upper Canada College which was then established, chiefly by the exertions of the Governor, Sir John Colborne. The work of the College began in the old District Grammar School Building. Classes were opened in the new Buildings erected in another part of the City for the College in 1831, and the Grammar School was closed. On the active remonstrance of the Citizens living in the eastern part of Toronto, the School was reopened and secured to the City, Mr. Charles N. B. Cosens being appointed Headmaster in 1836, and succeeded by Mr. Marcus C. Crombie in 1838.

Of the Grammar Schools, which were established in the early days of Upper Canada, the Chief Superintendent of Education, in his Annual Report for 1874 states, that the one at Kingston is the oldest, having been established in 1792, Cornwall in 1806, Brockville in 1818, Niagara in 1828 and St. Catharines also in 1828.

Of the Pioneer Teachers, who taught School in the early days of Upper Canada, to whom I have already referred, the most noted were:—

The Reverend Doctor George Okill Stuart, who opened a Classical School at Kingston in 1785; and, in 1803, became the Headmaster, as intimated, of the District Grammar School at York.

The Reverend Robert Addison, who taught School at Niagara in 1792.

The Reverend John Burns, Father of the Honourable Judge Burns, who taught School in Niagara in 1794.

Doctor William Warren Baldwin, Father of the Honourable Robert Baldwin, who opened a Classical School at York in 1802, 3 and issued the following notice of it in December, 1802:

"Understanding that some of the Gentlemen of this Town have expressed much anxiety for the establishment of a Classical School, Doctor Baldwin begs leave to inform them and the Public that he intends on Monday, the third of January next, to open a School, in which he will instruct twelve Boys in Reading, Writing, the Classics and Arithmetic."

"The terms are for each Boy eight Guineas per annum, to be paid quarterly. One Guinea extra as entrance Fee, and one cord of Wood to be supplied by each Boy on the opening of the School."

The Reverend Doctor Strachan, as already noted, opened a Private School at Kingston in 1800, and at Cornwall in 1804. He afterwards succeeded The Reverend Doctor George Okill Stuart, in 1812, as Master of the Home District Grammar School at York, known then as the "Blue School," from the slate-blue colour in which it was painted.

Mr. Barnabas Bidwell, Father of the Honourable Marshall Spring Bidwell, Speaker of the House of Assembly, kept an excellent Classical School at Bath, and afterwards at Kingston in 1813.

No less noted was the Reverend George Ryerson, a Teacher of the London District School, in which he was assisted, as Usher by his distinguished Brother Egerton.

Of these noted men the most celebrated among them as a Teacher, par excellence, and one who discharged its more important duties *con amore*, was unquestionably the Reverend Doctor Strachan. His record is as follows:—

Doctor Strachan was born in 1778, of poor but respectable Parents in the City of Aberdeen, in North Britain. Having availed himself of the advantages afforded him by the University of King's College in his native Town, to obtain a beginning of a classical and mathematical education, (which he improved, as circumstances required, in after years), and taken his Master's Degree, he removed to the University of St. Andrews, where he formed the friendship of some of those who afterwards became eminent men in his native land.

At the early age of eighteen he became a Candidate for the Mastership of the Endowed School at Kettle in Fifeshire; and, although he had a large number of competitors, he was declared the successful Candidate. When the Trustees of the School beheld the youthful aspirant to the office of teacher, they demurred, and said that he was hardly old enough to manage a School of 127 Boys, many of them older than himself. However, the Trustees, finding themselves obliged to give him, at least, a trial, he entered at that early age, upon the duties of Schoolmaster. He had no difficulty in maintaining the best of discipline in the School—so early in life were his wonderful powers of controlling and personally influencing individuals developed.

At this juncture, an offer to take charge of a proposed University in Upper Canada,—which had been made to his friend, Mr. Chalmers, (afterwards the celebrated Reverend Doctor Chalmers,) and others, and declined by them,—was made to him and accepted. Mr. Strachan left his native country, for Canada, in the month of August, 1799; on his arrival at Kingston, however, instead of finding the Chair in the University ready for him, as he expected, he found that the Lieutenant-Governor of the Province, General Simcoe, had left the Country, without making any provision for his proposed University. He had no option but to engage as a Tutor in the

family of the Honourable Richard Cartwright, one of the Gentlemen who, at the Lieutenant-Governor's suggestion, had induced Mr. Strachan to come out to Upper Canada to establish a University. Thus did the late Bishop Strachan begin in this humble way the great work of Education, which he carried on for more than a quarter of a century in Upper Canada, and which conferred on this Country such unspeakable blessings.

At Kingston, Mr. Strachan, found in the person of the Clergyman of the Town, the Reverend George Okill Stuart, a gentleman well calculated to be of service to a man of his mind and character.

At Doctor Stuart's suggestion, and under his guidance, he prepared himself for Orders, and was, in May, 1803, ordained Deacon, and placed in charge of the small Village of Cornwall. He was here induced to resume his School, at the solicitation of the Parents of those Boys who had been in his School at Kingston, and of others, both in Lower and Upper Canada, who were desirous of placing their sons under a Master so practical, wise and successful, as he had proved himself to be. Thus he commenced the School at Cornwall, which afterwards became celebrated, and at which, and at York, were educated by him many of the first men that Canada has produced, and of whom she may well be proud, such men as the late Sir J. B. Robinson, Judge Maclean, Sir J. B. Macaulay, Sir Allan MacNab, Judge Jones, the Bethunes, Sir James Stuart, and his brother, Andrew Stuart, besides many others who have reflected credit on our Country.

Having on one occasion attracted the attention of that noble soldier and able Lieutenant-Governor of Upper Canada, Sir Isaac Brock, Doctor Strachan was induced by him to resign the Mission of Cornwall and the School there, and, as Archdeacon, to take charge of York; then the Seat of Government for Upper Canada, on the resignation of the late Archdeacon Stuart. On assuming charge of the School at York, he issued the following Notice:—

"The Subscriber, having been nominated Teacher of the School of the Home District, informs the Public that his Seminary is now open for reception of Pupils. The rates of Tuition appointed by the Trustees are in Halifax currency, Common Education, £5 per annum; Classical Education, £8 per annum. Anxious to extend the advantages of his School, the Subscriber will even abate somewhat of the above Rates to the poorer inhabitants, provided they keep their children neat and clean, and supply them with proper Books. N.B.—Scholars from other Districts are charged £10 per annum."

"York, October 10th 1812." "John Strachan."

Doctor Stuart, who preceded Doctor Strachan, at York, was an exceedingly able man, full of ready wit, great tact, and Practical common sense. He had seen a good deal of the hard realities of life; for, having been a Missionary to the Iroquois Indians, on the Mohawk River, in the Province of New York, at the time of the breaking out of the Revolutionary War, and being warmly attached to the British Crown, as a noted U. E. Loyalist, he had accompanied his Indians in many of their conflicts with the Colonial Rebels: and finally when that Rebellion had become a Revolution, he accompanied his Indians and some of his white neighbours, the British Colonial Royalists, then known as United Empire Loyalists, to Upper Canada; and, whilst his faithful Indians settled on the Mohawk Reservation, on the Bay of Quinte, (not far from Kingston), and some along the Grand River, he and his white companions, the U. E. Loyalists, settled at what is now the City of Kingston, then called by the French Cataraqui.

As to Doctor Strachan's practical mode of dealing with his Pupils, the Reverend Doctor Henry Scadding, in his sketch of Doctor Strachan, "The first Bishop of Toronto," stated that:—

"The system pursued in Doctor Strachan's School at Cornwall and afterwards at York, exhibited features that would have gratified the more advanced Educationists of the present day. In that system the practical and the useful were by no means sacrificed to the ornamental and theoretical, or the merely conventional. Things were regarded as well as words . . . In regard to Things,—the science of Common Objects—we doubt if, in the most complete of our modern Schools, there was ever awakened among Pupils a greater interest, or intelligence in relation to such matters. Doctor Strachan's manner of study in these subjects was this: each Lad was required to prepare a set of questions to be put by himself to his fellows in the Class. If a reply was not forthcoming, and the information (or reply) furnished by the questioner was judged correct, the latter 'went up' and took the place of the other in the class. This process, besides being instructive and stimulating to the Pupils, possessed the advantage of being, as to often proved, highly amusing and diverting to the Teacher."

Doctor Strachan thus refers to his early efforts as a Teacher. He said: "I was induced to turn my thoughts to the discovery of a sure, and, at the same time, expeditious method of teaching Arithmetic.* This object I accomplished with a much greater degree of success than I dared to promise myself. I divided my Pupils into separate Classes according to their progress. The Pupils in each cless had one, or more, sums to produce every day, neatly wrought out upon their Slates,—the work was carefully examined by myself, after which I blotted it out, and the Sums were again wrought by the Pupil under my eye. The one whom I happened to pitch upon first was asked to give, with an audible voice, the Rules and reasons for every step in the process, and, as he proceeded, the rest of the Class silently worked along with him, figure by figure, but ready to correct him if he blundered, so that they might get his place. As soon as this Pupil had finished, the work was again blotted out and another Pupil was called upon to work out the question aloud, as before, while the rest of the class again proceeded along with him in silence, and so on, around the whole class. By this method the principles of the lesson were fixed in the mind; and he must have been a very dull Boy indeed who did not understand every question thoroughly before he left it.

The Right Reverend Bishop Fuller, in referring to the Reverend Doctor Strachan as a Teacher, said that:—"He had a remarkable talent for interesting Boys in their work, and, by taking a deep interest in it himself, he led then on to do the same. He was very original in many of his plans for promoting the good of his School. Among others, was one of making the Boys question one another on certain parts of their Lessons. This made them quick at seizing on the leading points of the Lesson, ready at shaping questions, and deeply interested in the questions and answers. Doctor Strachan also took as deep an interest in them as did the Boys, and thus their plan of questions and answers, while it was in its personal character of great service to the Boys, it tended strongly to bind Master and Scholars together."

The Right Reverend Doctor Fuller thus further refers to a special characteristic of Bishop Strachan in dealing with his Pupils:—

"The Bishop had a great faculty for not only attaching his Scholars to him personally, but also for inducing them to apply themselves assiduously to their Studies. He told me that he made it a rule during the time he kept

*In 1908, Doctor Strachan prepared and published a Text-Book on Arithmetic. Its Title Page was as follows: "A Concise Introduction to Practical Arithmetic for the use of Schools." 214 pages. See page 45 of the First Volume of the Documentary History of Education in Upper Canada.

School to watch closely each new Boy, and at the end of a fortnight, to note down in a Book, in each case, his estimate of the Boys who had passed through his hands," and deal with them accordingly.

Of the second group of men, who may be ranked among the noted pioneer Teachers of Upper Canada are the following:—James, (afterwards the County Judge), Mitchell, of the London District Grammar School; the Reverend Thomas Creen of the Niagara District School, (afterwards Church of England Rector there); the Reverend William Macaulay, (afterwards Rector of Picton) of the Newcastle District School; the Reverend Rossington Elms of the Home, and afterwards of the Johnstown, District Grammar Schools; the Reverend Samuel Armour of the Old Blue School, York, (afterwards Rector of Cavan); Father of Chief Justice Armour, who was previously Master of a School at Peterborough, which had been established by the local Government for the benefit of the children of Irish Emigrants which had been sent to Canada by the Imperial Commission of Emigration; the Reverend Thomas Phillips of the Royal Grammar School and Upper Canada College, York; the Reverend James Padfield of the Royal Grammar School, York, and afterwards of the Johnstown, District School, (and Rector of Burford); Mr. John Law and Mr. Stephen Randal of the Gore District School; Doctor John Whitelaw of the Midland, and, afterwards of the Niagara, District School; the Reverend John Bethune, (afterwards Dean of Montreal); also the Reverend A. N. Bethune, his younger Brother, (afterward the Second Bishop of Toronto), who came to York, in 1819, as Assistant Teacher of the Home District Grammar School. Other well known Teachers were the Reverend Charles Mathews, Charles Dade, W. Boulton and Mr. John Kent, (afterwards Editor of *The Church* Newspaper); and the Reverend Hugh Urquhart of the Eastern District School, (where the Honourable John Sanfield Macdonald was educated). There were other Masters of more, or less, excellence to whom I have referred in various pages of the Documentary History of Education in Upper Canada.

Some of the first Masters of Upper Canada College were noted in their day as able Teachers. One of the most celebrated of them was the afterwards distinguished President of Toronto University, (the Reverend Doctor John McCaul). The Reverend Doctor Henry Scadding was also well known as an able Teacher in Upper Canada College and a Literary man.*

Although I have not named the Reverend Doctor Egerton Ryerson among the noted pioneer Teachers of Upper Canada, as Usher, however, to his Brother George in the London District School, he did his work well, yet, as after President of Victoria University, he proved himself, as stated by the Reverend Doctor Ormiston, his distinguished Pupil in that Institution, a most able and efficient Instructor of the Students in his Classes at Victoria in the early forties. As a classmate of Doctor Ormiston and Nelles, I also can bear personal testimony to the fact that he inspired the young men whom he taught with zeal for learning and a desire to excell which produced good fruit in after days. Of his own difficulty in acquiring an Education he has left an interesting record, which I have embodied in the "Story of My Life," and in other Sketches of him. In referring to his career as an Usher, and afterwards as a Master of the London District School, he said:—

*The Reverend Doctor Scadding, who was for many years noted as the local historian of Toronto, was, during the incumbency of Lord Stanley, as Governor of Canada, presented with a Portrait of himself by the York Pioneers, (of which he was President). *The Globe* Newspaper, in referring, to the services of Doctor Scadding, on this occasion, said: "To him the City is indebted for the rescue of its history. An energy akin to genius enabled him particularly to link incidents in an historic chain that unites the Toronto of the present to the Indian Wigwams and wooden houses of its infancy and youth."

"During the two years that I was thus Teacher and Student, advancing as best I could in Classical Studies, I took great delight in 'Locke on the Human Understanding,' Paley's 'Moral and Political Philosophy,' and 'Blackstone's Commentaries,'—especially the Sections of the latter on the 'Prerogatives of the Crown,' the 'Rights of the Subject' and the 'Province of Parliament.'"

It was the practical knowledge thus gained on these important subjects, which enabled Doctor Ryerson, in after years, so ably and so successfully to discuss with Lord Sydenham and later Governors, questions affecting Systems of Government and Administration, and also to discuss in the public press, important questions of civil polity and constitutional Government.

Reminiscences of Superannuated School Teachers.

On of the most interesting features of the Documentary History of Education in Upper Canada has been the Chapters in several of the preceding Volumes containing "Reminiscences" of the old Common School Teachers of the Province.

Soon after the first publication of this History, I was anxious to obtain from these old Pioneer Teachers, sketches in their own language, of the times and of the character of the education given in the old log School Houses, and in the Schools of a higher grade, by the self-made, and, generally, self-educated Teacher of the pioneer days of Upper Canada. With this object in view, I addressed a Circular to the Superannuated School Teachers in the Province. The response was most gratifying, and I have been enabled to devote a Chapter in several of the preceding Volumes of this History to the graphic sketches of the "school days" of long ago written by these laborious old Teachers.

Having come to Canada in 1833, when I was twelve years of age, I cannot recall a single case of an organized Common School in the part of the old District of Gore, where I resided. Education was, in those days, except in the case of the District (Grammar) Schools,—largely confined to the fireside, to the small Private School in special centres of population, and, (of the kind), to the few Sunday Schools of those times. Even in these Elementary Schools, the peripatetic School Masters were either old Soldiers, or some American newcomer with a smattering of knowledge.

Indeed, so low was the estimate entertained by some people of the qualifications required of School Masters in those days, and of the character of education given by them in the country Schools, that, so late as in 1846, when our Normal School was projected.

The Council of the Gore District, (County of Wentworth), memorialized the Provincial Legislature against the establishment of a Normal School, as "altogether unsuited to a Country like Upper Canada" and an unnecessary expense to the Country, and added:*

"Your Memorialists do not hope to provide qualified Teachers by any other means in the present circumstances of the Country, than by securing, as heretofore, the services of those whose personal disabilities, from age, render this mode of obtaining a livelihood the only one suited to their decaying energies, or by employing such of the newly-arrived Emigrants, as are qualified for Common School Teachers, year by year as they come amongst us."

* The text of this remarkable anti-Normal School Memorial of the Gore District Council to the Legislature is printed *in extenso* on pages 114-116 of the Seventh Volume of the Documentary History of Education in Upper Canada.

Many of the better class of local Schools, which were established in some of the Villages, were, however, taught by Scotch "Dominies" who had come to Canada as emigrants. One of this class of Teachers I have referred to on page 125 of the Second Volume of the Documentary History, who taught the Village School at Galt, where I resided, in 1836-38, by the name of Mr. John Gouinlock, the Author, at a later date, of a very good Arithmetic.

There were also some very noted superior Schools established in various parts of the Province in the early days. In Volume One of this Documentary History, I have given, from various publications, and from old newspapers, as already noted, interesting detailed sketches of these Schools, particularly the famous School of Doctor Strachan, at Cornwall, and afterwards the one founded at York, (Toronto) by the Reverend Doctor George Okill Stuart, and made the more celebrated as being taught by the Reverend Doctor Strachan in the old Blue School House, (on the Site of the present Public Library, Toronto).

The other more important Schools in Upper Canada, as pointed out, were the Ernestown Academy at Bath, established in 1811 and taught by the Father of the Honourable Marshall Spring Bidwell, (who was afterwards Speaker of the House of Assembly). The Grantham Academy, at St. Catharines, was established in 1827, two years before Sir John Colborne projected Upper Canada College, and nine years before the foundation of the Upper Canada Academy at Cobourg.

Of the many other noted Teachers "In the olden times," to which I have referred in the First Volume of the Documentary History, I may here mention the names of Doctor William Warren Baldwin, the Father of the Honourable Robert Baldwin, the Reverend George Ryerson, (who had for the Usher of the School his Brother Egerton), James Mitchell, (afterwards Judge) and John Law, besides many others, whose names are enumerated on page 229 of the Second Volume of the History.

I might here mention the "Central School" of York, established in 1820, by Lieutenant-Governor Sir Perigrine Maitland, as a "National Church of England School," which was conducted on the principles of the "Madras," or "Bell and Lancaster," system of teaching.

In 1815, the Midland District School Society was formed, with a view to promote the Lancastrian System of School Teaching, then in operation in England. It remained in operation for several years.

No effort was made by the Legislature to provide for the establishment of Elementary Schools in Upper Canada until 1816,—nine years after a Law had been passed by the Legislature for the establishment and maintenance of a Grammar School in each District of the Province. One Hundred pounds, (£100,) was granted to each of these Schools, but only twenty-five pounds, (£25,) to each of the Common Elementary Schools. A General Board of Education, chiefly for financial purposes, was appointed in 1823, and subsequently District Boards of Education. The General Board ceased in 1836.

For the copy of the "First Report" of this School, see pages 177-178 of the First Volume of the Documentary History

The Old Log School House of Long Ago and its Associations.

At a Meeting of Pioneer Teachers, held in Toronto in 1887, one of the oldest of these Teachers gave the following graphic description of the Old Log School House of his early days:—

"Very distinctly the vision of such a School of the old type, although at a date much less than fifty years ago, rises before me as memory carries me back to the little Canadian hamlet, in which my boyhood was passed.

The desks, so far as any were provided in the School Room, consisted of a wide shelf, fixed at a pretty sharp angle against the wall, and extending all around the room, with an intermission only at the narrow space occupied by the Door. This primitive arrangement was sometimes supplemented with a long, flat Table composed of three or four loose planks in the rough, supported by wooden Benches, or "Horses" placed transversely beneath. The Seats were of planks, or slabs, likewise unsmoothed, constructed by driving rudely hewn legs into holes bored with a large augur, at a suitable angle, in the lower surface of the plank, or slab. These legs often projected an inch or so above the surface of the Seat. So that the Occupant was in much greater danger of being pinned fast than of slipping off. Perhaps it was better so, for in view of the great height usually given them, the fall, for a small child would most surely have proved a serious one. . . . It was certainly a strange and cruel infatuation which constrained our Grandfathers to think that the proper position for a Boy or Girl at School was upon a narrow perch, without back, or arm support of any kind, and with the feet dangling some six or eight inches above the Floor.

What a picture did the wooden Desks and walls of those old-time School Houses present, worn smooth with use, variegated with the ink, and carved with the jack-knives of the Boys. What burlesque, too, upon every intelligent idea of education were the processes carried on in them. From nine o'clock to twelve, and from one till four, six long hours, as marked by the Sun's shadow on the rude Dial marked out on the windowsill, did the work go on.

As the day wore away the School Room resounded with the loud hum of a score or two of Boys and Girls, all "studying aloud" with a most distracting din of voices.

This din, in the case of perhaps a majority would be modulated without the slightest relation to the contents of the printed page, while the thoughts of the osentatiously industrious pupil would be busy with some projected game, or trick, for the coming recess. And yet how often would the School Master's eye gleam with pride and pleasure when he had, by dint of persuasion, or threat, succeeded in getting every Boy and Girl engaged in this monotonous chant.

Then the recitation! what a scene of confusion it often caused. Perhaps it was the column of Spellings. A few, fitted by nature with memories adapted for that kind of work, would make their way in triumph to the head of the long semicircular class. But woe be to the dullards and the dunces, under a regime whose penalty for missing a word would be, very likely, two or three strokes on the tingling fingers, or aching palm, with the pitiless hardwood ferule, this process being occasionally varied, as some noisy, or idling, youngster was called up from the back seat to be visited with a still sterner chastisement for some trifling misdemeanor.

Although such harsh disciplinarians were too often to be found among the School Teachers of the early days in Upper Canada, yet there were frequently also to be found others whose cheery and pleasant nature brought sunshine and happiness into the School of which he was Master.

As a significant comment upon the moral effects of the regime of the former class of Schoolmasters, the Speaker added that one of his most vivid memories of the mental status produced by the school training of that class of Schoolmaster referred to, was that of an intense longing of many of the Boys for the day when they should be large enough to repay that old Schoolmaster in his own coin. That day came. The flagellated Boy transformed into a tolerably lusty youth, would at length find himself face to face with his quondam Tormentor. But his long cherished wrath speedily gave place to pity

for the decrepit, friendless and lonely old bachelor, whose days were drawing to a close, with no loving hand of wife, or daughter, to minister to his feebleness.

Rude and unfinished and uncomfortable, as "The Old School House" often was, yet it was also often sure to bring up to many an "old Boy" tender memories, which would be recalled in after years in words somewhat like those in poetic form, as follows:

In Memory's Wall hangs a Picture
Of a School House old and bare,
It hangs with a beautiful guilding
And I love to see it there;
It stood on a bleak Country corner,
But Boyhood's heart was warm
It glowed in the Sunlight of Summer,
'Twas cheerful in Winter and Storm.

The Teacher, O well I remember,
My heart has long kept him there;
Perhaps by the world he's forgotten,
His memory no touch can efface.
He met us with smiles on the threshold,
And in that rude temple of art,
He left, with the skill of a workman,
His touch on the mind and the heart.

Oh! gay were the sports of the noontide,
When winter winds frolicked with snow;
We laughed at the freaks of the storm-king,
And shouted him on all aglow.
We flashed at his beautiful sculpture,
Regardless of all its array;
We plunged in the feathery snow-drifts,
And sported the winter away.

We sat on the old-fashioned benches,
Beguiled with our pencil and slate;
We thought of the opening future,
And dreamed of our manhood's estate.
I cast a fond glance o'er the meadow,
The hills just behind it I see;
Away in the charm of the distance,
Old School House! a blessing on thee!

J. George Hodgins,
Historiographer.

Toronto, 29th December, 1908.

APPENDIX N.—PROVINCIAL NORMAL AND MODEL SCHOOLS.

I.—PROVINCIAL NORMAL SCHOOL, HAMILTON.

JANUARY, 1909.

Staff.

S. A. Morgan, B.A., D. Pæd	Principal: Science of Education.
F. F. Macpherson, B.A	Master: English.
E. T. Seaton, B.A	Master: Mathematics.
J. Voaden, M.A	Master: Science.
Julien R. Seavey	Instructor: Drawing.
H. A. Stares	Instructor: Music.
Oscar Main	Instructor: Writing.
Miss Clara E. Elliott	Instructor: Household Economics.
S. J. Huggins	Instructor: Physical Culture.
A. J. Painter	Instructor: Manual Training.

Students Admitted, Session 1908-9.

Male	26
Female	181
Total	207

II.—PROVINCIAL NORMAL SCHOOL, LONDON.

JANUARY, 1909.

Staff.

S. J. Radcliffe, B.A	Principal: English.
John Dearness, M.A	Master: Science.
A. Stevenson, B.A	Master: Science of Education.
J. P. Hoag, B.A	Master: Mathematics.
S. K. Davidson	Instructor: Drawing.
Fred. L. Evans	Instructor: Music.
J. W. Westervelt	Instructor: Writing.
Miss Allene B. Neville	Instructor: Household Economics.
Albert Slatter	Instructor: Physical Culture.
Sugden Pickles	Instructor: Manual Training.

Students Admitted, Session 1908-9.

Male	22
Female	191
Total	213

III.—PROVINCIAL NORMAL AND MODEL SCHOOLS, OTTAWA.

JANUARY, 1909.

1. Staff of Normal School.

J. F. White, LL.D	Principal: History of Education and English.
J. H. Putman, B.A., B. Pæd	Master: Psychology and English.
E. T. Slemon, B.A.	Master: Mathematics.
J. W. Gibson, M.A	Master: Science.
Roy F. Fleming	Instructor: Drawing.
T. A. Brown	Instructor: Music.
J. C. Logan	Instructor: Writing.
C. Emery	Instructor: Physical Culture.
Miss Eliza Bolton	Instructor: Kindergarten Principles.
Miss A. E. Robertson	Instructor: Household Economics.
J. S. Harterre	Instructor: Manual Training.

Students Admitted, Session 1908-9.

Male	19
Female	150
Total	169

2. Staff of Provincial Model School, Ottawa.

F. A. Jones, B.A.	Head Master.
J. A. Dobbie	First Assistant.
F. E. Coombs, M.A.	Second Assistant.
E. Cluff, B.A	Third Assistant.
Miss M. E. Butterworth	First Female Assistant.
Miss A. G. Hanahoe	Second Female Assistant.
Miss J. Foster	Third Female Assistant.
Miss A. Delaney	Part II. Class (Boys and Girls).
Miss M. R. Elliott	Fifth Female Assistant.
Miss Eliza Bolton	Kindergarten Directress.
Miss A. H. Baker	Kindergarten Assistant.
Roy F. Fleming	Instructor: Drawing.
T. A. Brown	Instructor: Music.
C. Emery	Instructor: Physical Culture.
Miss A. E. Robertson	Instructor: Household Economics.
J. C. Logan	Instructor: Writing.
J. S. Harterre	Instructor: Manual Training.

Number of pupils, 1908	293
Number of Kindergarten pupils, 1908	50

IV.—PROVINCIAL NORMAL SCHOOL, PETERBOROUGH.

JANUARY, 1909.

Staff.

Duncan Walker, B.A.	Principal: Mathematics.
Henry G. Park, B.A., D. Pæd	Master: Science of Education.
Samuel J. Keyes, B.A., B. Pæd	Master: English.
George A. Cornish, B.A.	Master: Science.
John A. McKone	Instructor: Writing.
A. N. Scarrow	Instructor: Manual Training.
Miss Jessie C. McRae	Instructor: Art.
Miss Ethel M. Steinhoff	Instructor: Household Economics.
Miss Iva J. Coventry	Instructor: Physical Culture.
Miss Helen Davies	Instructor: Music.

Students Admitted, Session 1908-9.

Male	22
Female	137
Total	159

V.—PROVINCIAL NORMAL SCHOOL, STRATFORD.

JANUARY, 1909.

Staff.

S. Silcox, B.A., D.Pæd	Principal : Science of Education.
J. W. Emery, B.A	Master : Science.
J. M. McCutcheon, B.A	Master : English.
H. S. Robertson, B.A. (Tor.) M.A. (Colum.)	Master : Mathematics.
J. Bottomley, A.R.C.O	Instructor : Music.
R. A. Henderson	Instructor : Writing.
S. Pickles	Instructor : Manual Training.
Miss E. M. Cottle	Instructor : Calisthenics.
Mrs. Helen Mayberry	Instructor : Art.
Miss Allene B. Neville	Instructor : Household Economics.

Students Admitted, Session 1908-9.

Male	27
Female	157
Total	184

VI.—PROVINCIAL NORMAL AND MODEL SCHOOLS, TORONTO.

JANUARY, 1909.

1. Staff of Normal School.

Wm. Scott, B.A	Principal : History of Education and English.
D. D. Moshier, B.A., B. Pæd	Master : Psychology and English.
Wm. Prendergast, B.A	Master : Mathematics.
A. C. Casselman	Master : Science.
A. T. Cringan, Mus. Bac	Instructor : Music.
Jas. H. Wilkinson	Instructor : Manual Training.
Miss Auta Powell	Instructor : Art.
Miss Nina A. Ewing	Instructor : Household Economics.
Miss Mary E. Macintyre	Instructor : Kindergarten Principles.
Mrs. Jean Somers	Instructor : Calisthenics.
Mrs. Emma Macbeth	Instructor : Needlework.
Q.-M. Sergt. J. S. Legge	Instructor : Drill.
Mrs. M. W. Brown	Instructor : Reading.

Students Admitted, Session 1908-9.

Male	12
Female	205
Total	217

2. Staff of the Provincial Model School, Toronto.

Angus McIntosh	Head Master.
Miss M. Meehan	First Female Assistant.
R. W. Murray, B.A.	First Male Assistant.
Miss May K. Caulfeild	Assistant.
Thomas M. Porter	Assistant.
Miss A. F. Laven	Assistant.
Milton A. Sorsoleil	Assistant.
Miss Hope Merritt	Assistant.
Miss C. E. Kniseley	Assistant.
Miss A. E. G. Wilson	Assistant.
Miss Auta Powell	Instructor : Art.
A. T. Cringan, Mus. Bac.	Instructor : Music.
Miss Mary E. Macintyre	Kindergarten Directress.
Miss Ellen Cody	Kindergarten Assistant.
Mrs. Jean Somers	Instructor : Clisthenics.
Mrs. Emma Macbeth	Instructor : Needlework.
Q.-M. Sergt J. S. Legge	Instructor : Drill.
Guy de Lestard	Instructor : French.
Jas. H. Wilkinson	Instructor : Manual Training.
Miss Nina A. Ewing	Instructor : Household Economics.

Number of pupils in 1908	534
Number of Kindergarten pupils in 1908	48

VII.—SUMMARY OF ATTENDANCE AT THE NORMAL SCHOOLS.

Normal Schools.	Male Students.	Female students.	Total attendance.
Hamilton	26	181	207
London	22	191	213
Ottawa	19	150	169
Peterborough	22	137	159
Stratford	27	157	184
Toronto	12	205	217
Totals	128	1,021	1,149

APPENDIX O.—PROVINCIAL DISTRICT AND COUNTY MODEL SCHOOLS, 1908.

District Schools.	Principal.	Students.			
		Male.	Female.	Total attendance.	No. who passed.
Bracebridge	A. Barber	1	22	23	22
Port Arthur	W. A. Stickle	.....	6	6	6
Sault Ste. Marie	John M. Kane	2	15	17	17
County Schools :					
Cornwall	C. D. Bouck	8	39	47	39
Durham	Thos. Allan	7	21	28	28
Kingston	A. A. Jordan	11	55	66	61
Lindsay	G. E. Broderick	5	18	23	17
Renfrew	C. Ramsay	3	48	51	51
Total		37	224	261	241

NOTE.—Model Schools were to have been in operation at Kenora, Parry Sound and Minden, but the number of applicants in each case was so small, that they were admitted to the Schools in above table.

APPENDIX P.—HIGH SCHOOL CADET CORPS, 1908.

Name of School.	Number of Officers, N. C. Officers, and Boys present at time of inspection.	Drill.	Remarks of Militia Officers on the Efficiency of the Corps.
Arthur	40	Very good	Highly satisfactory.
Brantford	53	Good	Satisfactory.
Brockville	48	Good	Satisfactory.
Cobourg	54	Very good	Very satisfactory.
Collingwood	39	Good	Satisfactory.
Cornwall	44	Good	Satisfactory.
Dundas	39	Very good	Satisfactory.
Fort William	43	Good	Very satisfactory.
Galt	40	Very good	Satisfactory.
Guelph	97	Very good	Highly satisfactory.
Hamilton	60	Very good	Satisfactory.
Lindsay	41	Very good	Very satisfactory.
London	39	Good	Satisfactory.
Morrisburg	38	Very good	Very satisfactory.
Mount Forest	41	Very good	Satisfactory.
Napanee	39	Very good	Very satisfactory.
Niagara Falls	34	Good	Satisfactory.
*Norwood	23	Good	Satisfactory.
Orangeville	40	Good	Satisfactory.
Orillia	41	Fair	Satisfactory.
Ottawa	41	Good	Satisfactory.
Owen Sound	49	Very good	Satisfactory.
Perth	47	Good	Satisfactory.
Peterborough	148	Very good	Highly satisfactory.
Prescott	39	Good	Satisfactory.
Renfrew	38	Good	Satisfactory.
St. Catharines	39	Very good	Satisfactory.
St. Thomas	44	Very good	Highly satisfactory.
Seaforth	43	Very good	Very satisfactory.
Strathroy	39	Very good	Satisfactory.
Toronto :			
Harbord	53	Good	Satisfactory.
Jameson	43	Good	Satisfactory.
Jarvis	45	Very good	Satisfactory.
†Public Schools	283	Very good	Satisfactory.
Uxbridge	41	Good	Satisfactory.
Vankleek Hill	49	Fair	Fair.
Woodstock	74	Very good	Highly satisfactory.
Total, 42 Corps	2,008		

* Not enough qualified members to entitle school to a grant.

† Six companies.

APPENDIX Q.—SUPERANNUATED TEACHERS.

Continued from Report of 1907.

*I. Allowances Granted during 1908.

Register Number.	Name.	Age.	Post Office.	Years of service.	Allowance.
					$ c.
1175	Matthews, Joseph James ...	51	Petrolea	30½	208 00
1176	Ward, Edward.....	61	Collingwood.....	40½	283 50
1177	McCrea, Wm. Henry.....	63	Merrickville	14	84 00
1178	Cruickshank, Robt.....	60	Beamsville	33½	234 50
1179	Jewitt, Samuel E.....	63	West Toronto.....	35	245 00
1180	Asselstine, Nicholas Albert..	60	Wilton.	28	196 00
1181	Ferguson, Johnston B.....	61	Wingham	7	42 00
1182	Wells, Edward	45	Chatham	14	95 50
1183	Nichols, Jno.....	59	Selwyn.....	29	174 00
1184	Windsor, John Alfred.....	60	Manfred, Alta	24½	209 00
†1185	Little, Robert.....	64	Thornton.....	36½	246 50
†1186	Johnston, Alexander.....	60	Oil Springs	13	91 00

Summary for Years 1882-1908.

Year.	Number of teachers on list.	Expenditure for the year.	Gross contributons to the fund.	Amount refunded to teachers.
		$ c.	$ c.	$ c.
1882.....	422	51,000 00	13,501 08	3,660 10
1887.....	454	58,295 33	1,489 00	3,815 80
1892.....	456	63,750 00	1,313 50	786 86
1897.....	424	62,800 33	847 00	620 27
1902.....	407	64.244 92	1,073 50	722 78
1906.....	382	63,190 00	667 00	542 87
1907.....	375	63,018 55	766 00	764 54
1908.....	352	60,390 25	854 50	358 35

Two teachers' subscriptions were withdrawn from the fund during 1908.

*As the sum of $4 is deducted from each Superannuated Teacher's allowance as subscription to the fund, the payments were $4 less in each case than given in this list.

†Allowance commences in 1909.

APPENDIX R.—FINANCIAL STATEMENTS OF THE FACULTIES OF EDUCATION.

1.—UNIVERSITY OF TORONTO FACULTY OF EDUCATION.

FINANCIAL STATEMENT FOR THE YEAR ENDING 30TH JUNE, 1908.

RECEIPTS.

Provincial Grant	$15,000 00
Fees	3,427 00
	$18,427 00

EXPENDITURES.

1. Salaries:—		
W. Pakenham, B.A., Dean of the Faculty and Professor of the History and Science of Education, 12 months' salary	$3,200 00	
H. T. J. Coleman, Ph.D., Associate Professor, 9 months' salary	1,875 00	
L. E. Embree, LL.D., Supervisor (Sessional)	250 00	
J. L. Hughes, Supervisor (Sessional)	250 00	
Instructors in Methods and Critics (Sessional):		
R. A. Gray, B.A.	200 00	
Wm. E. Groves	200 00	
Henry Ward, B.A.	200 00	
J. W. Barton, M.D.	100 00	
H. J. Crawford, B.A.	100 00	
Miss E. M. Eadie	100 00	
R. H. Eldon, B.A.	100 00	
W. C. Ferguson, B.A.	100 00	
E. W. Hagarty, B.A.	100 00	
Miss G. Lawler, M.A.	100 00	
Carl Lehmann, B.A.	100 00	
W. E. Macpherson, B.A.	100 00	
Llewellyn Rees	100 00	
W. L. Richardson	100 00	
Miss J. P. Semple	100 00	
G. E. Shaw, B.A.	100 00	
G. A. Smith, B.A.	100 00	
Miss M. L. Balmer	50 00	
Miss M. Bell	50 00	
Miss R. M. Church	50 00	
L. J. Clarke, B.A.	50 00	
Miss A. E. Cullen	50 00	
Miss L. Davey	50 00	
Miss M. M. Elliott	50 00	
Miss H. M. Gregory	50 00	
Miss A. A. Harding	50 00	
T. J. Ivey, B.A.	50 00	
Miss E. M. Jolley	50 00	
T. Kennedy, B.A.	50 00	
Miss K. Knowles	50 00	
W. J. Lougheed, B.A.	50 00	
J. H. Mills, B.A.	50 00	
H. S. Mott	50 00	
Miss P. Stephen	50 00	
E. H. A. Watson, B.A.	50 00	
R. Wightman, B.A.	50 00	
Miss A. Willson, B.A.	50 00	
Miss M. G. Bristol (one-half year)	25 00	
Miss L. A. Fawcett do	25 00	
Miss G. I. Guerin do	25 00	
Miss L. Maw do	25 00	
Miss E. M. McConnell do	25 00	
Miss L. M. Starrette do	25 00	
Miss I. M. Stewart do	25 00	
Mrs. M. Steward do	25 00	
		$8,775 00
2. Maintenance:—		
City of Toronto Board of Education, for use of City Schools		$4,500 00
Examinations:		
Paid to Examiners		965 00

Library:		
Proportion of Library appropriation expended for Faculty of Education purposes		262 53
Apparatus and supplies		521 35
Clerical assistance:		
Stenographer, etc.		303 55
Contingencies		383 00
		$15,710 43
To the above there requires to be added the Faculty's share of the expenses of general administration, including salaries of administrative officers, maintenance of building, library, gymnasium, telephones, examination supplies, diplomas, etc., estimated at		4,000 00
		$19,710 43

Toronto, 2nd February, 1909.

F. A. Mouré,
Bursar.

II.—QUEEN'S UNIVERSITY FACULTY OF EDUCATION.

From January 1st, 1908, to December 31st, 1908.

Receipts.

Ontario Government		9,000 00
Fees		1,257 00
Supplies		44 30
Over expended		317 92
		$10,619 22

Expenditures.

Over expended last year		$54 61
Salaries:		
Dean Lavell	$2,500 00	
Dr. O. J. Stevenson	1,800 00	
J. R. Stuart	1,500 00	
A. A. Jordan	50 00	
Miss M. King	50 00	
		5,900 00
Board of Education as per agreement	3,075 00	
Supplementing Salaries	727 25	
		3,802 25
Travelling Expenses, Dean Lavell	133 40	
Dr. O. J. Stevenson	4 00	
		137 40
Printing and Stationery, The Standard	30 60	
The Jackson Press	63 00	
John Smith	32 00	
Kirkpatrick Art Store	63 00	
		188 60
Office Furniture and Equipment, Wm. Rau	2 64	
Mahood Bros.	5 70	
Simmons Bros.	28 14	
		36 48
Library. Miss L. Saunders		175 00
Athletics		159 00
Registrar's Office, Typewriting account, stamps		150 00
Telegraph and Telephone, etc., Bell Telephone Co	6 53	
Telegraph	6 75	
Express	2 60	
		15 88
		$10,619 22

Kingston, 21st January, 1909.

Geo. Y. Chown,
Registrar and Treasurer.

APPENDIX 5.—LIST OF CERTIFICATES ISSUED BY THE EDUCATION DEPARTMENT, 1908.

I. Public School Inspectors.

Cantelon, John Wilfred, M.A.
Jennings, Edwin William, B.A.
Morris, Arthur Whitman, M.A.
Saunders, William John, M.A.
Smith, James Hanna, B.A.

II. High School Principals and Specialists.

Brown, George Allen, B.A. (Mathematics.)
Berlanquet, Hugh Smith, B.A. (Classics.)
Cantelon, John Wilfred, M.A. (Mathematics.)
Cooper, Alexander B., B.A.
Fetterly, Hiram B., M.A. (Science.)
Flath-Lawlor, Mrs. Emma S., B.A.
Gilchrist, Dugald Alex, B.A. (English and History.)
Hodgson, Joseph Emerson, B.A. (Science.)
Kenner, Henry Rowe H., B.A. (Classics.)
McGarvin, Michael James, M.A. (Moderns and History.)
Mitchener, James L., B.A., (Science.)
Morris, Arthur Whitman, M.A. (Classics.)
Morrison, Edward, B.A. (Science.)
Newman, George Edmund, B.A. (English and History, French and German.)
Pentland, George Ernest, M.A.
Robertson, George D., B.A. (Art.)
Smith, Annie Maria, B.A.
Smith, Thomas Corlett, B.A. (Science.)
Smellie, Robert, B.A. (Mathematics.)
Trench, William Wycliffe Anson, B.A. (Classics.)
Tapscott, Harry Byron, M.A. (French and German.)
Thompson, Margaret Jane, B.A. (French and German.)
Wilson, William James, B.A.

III. High School Assistants and Specialists.

Allen, Mabel Elizabeth, B.A.
Broughton, Clara Elizabeth.
Brown, Harry Wilson.
Beaman, Grace Evelyn.
Baker, Sarah Jane.
Birchard, Alex. Fraser, (Commercial.)
Bissonnette, Thomas Hume.
Bell, George Brown.
Cunningham, Evangeline G., B.A.
Cummer, Elvina May.
Clayton, Vivian E.
Cameron, Archibald Rose, B.A. (Classics.)
Calhoun, Alexander, M.A. (Classics.)
Cameron, John H.
Clark, Ira E.
Campbell, Stella Kate.
Dearness, Jean, B.A.
Edwards, Mabel Cordelia.
Eagle, David Melville.
Filshie, Marion W., B.A.
Fuller, Royden John.
Freeman, Margt. Garnette.
Grose, Annie R.
Gibson, Ethel, B.A. (Moderns and History.)
Grange, Helen Aldworth, B.A.
Grove, Wilmot George, B.A. (Mathematics.)
Healy, Rose A., B. A.
Kidd, William Livingstone.
Keogh, Lucius Richard.
Loucks, Horatio.
Lawr, Waldon.
McCollum, A. Laura.
McEachran, Mary, B.A.

MacAllister, Annie Gertrude.
Macdougall, Isabella Josephine, B.A. (English and History, French and German.)
May, Annie, B.A. Classics.)
Milne Thomas Fred. (Commercial.)
Morden Frances Dagmar B.A.
Marlin Lewis A.
Nelson, Albert E.
Osgoode, Joseph A., B.A. (Classics.)
Pierce, Ada E., B.A.
Pringle, Emily Gertrude, B.A. (Classics.)
Peregrine, H. May.
Ricker, Harry E.
Reid, Edith Lilly.
Russell, Fanny Josephine.
Smith, Margaret. (Commercial.)
Spence, Augusta G. W., B.A. (Moderns and History.)
Steele, Flora Elizabeth, B.A. (Moderns and History.)
Seery, Winifred.
Thomson, Olive M.
Thackeray, Barton Earl, B.A.
Urquhart, May MacDonald, B.A.
Workman, James George, B.A. (Mathematics.)
Williams, Mary Isabel, B.A. (Moderns and History.)
White, Minerva Margaret.
Windsor, Annie, B.A. (Mathematics.)
Zavitz, Arthur S.

IV. Permanent First Class Certificates.

Alford, Ethel, M.A.
Annan, Minnie M.
Anderson, Nellie Louise.
Burgess, Clarence E.
Blake, Richard John.
Brown, Beatrice Maud.
Bates. Annie Elizabeth.
Bell, George Brown.
Card, Annie.
Caesar, Katharine.
Campbell, Mae Agnes.
Cragg, Estella Rose.
Casselman, Fred Clayton.
Chidley, Elizabeth.
Conway, Irene.
Coombes, Frederick E., B.A.
Crawforth, Bertha A.
Crealy, Ethel.
Carter, Chetwynd S.
Cook, Annie E.
Cole, Rebecca Maude Mary.
Caverhill, Elsie M.
Carbert, Robert H.
Campbell, M. Gertrude.
Coulter, Eva Myrtle.
Caulfield, May Kate.
Dodds, Albert Edward Cecil.
Dobbyn, Lulu C.
Doupe, H. Alvan.
Dwyer, Mame.
Dunwoodie, Norma.
Dougherty, Annie C.
Dunwoodie, Annie.
Durnin, Letitia Edith.
Ebert, Pearl.
Edwards, John J., B.A.
Ellis, Mima Alexandra.
Eastcott, Andrew E.
Edge, Amy Isabella.
Elliott, Henry E., B.A.
Ewers, Chas. Franklin.
English, John W.
Fyle, Rebecca, Catherine.
Ferguson, Thomas Roderick, M.A.
Foster, William Edwin.
Firby, Mrs. Emma E.
Fleming, Roy Franklin.
Flock, Nellie F.
Fraser, Lizzie May.
Fydell, Melvin R.
Fydell, Wesley Asbury.
Freeman, Margaret Garnet.
Gurney, Bertha Mabel.
Gregory, Lila.
Hare, Ethel.
Hofferd, George William.
Halliday, J. Maude.
Harwood, Wm. Hy.
Hughes, Edith Annabel.
Katzenmeyer, Garnet John.
Lawrence, Lizzie Scott.
Leddy, John J., B.A.
Lloyd, Alex, Everton.
Martin, Kathleen E.
May, Humphrey Phillip, M.A.
Martin, Hazel.
Mason, Arthur Ambrose.

Mathieson, Elsie.
Meadows, Persie C.
Mosey, Annie M.
Meiklejohn, Clara.
Millington, Beatrice.
Marshall, Marcella Teresa.
Marcellus, J. Ernest.
McEachern, John Gillespie, B.A.
McBride, E. Leona May.
McKay, Mary.
McLennan, Annie J.
MacAllister, Annie G.
MacDougall, Harrietta Lila.
McIntosh, Agnes I.
McNab, John C.
McCaffery, Mary B.
Nattress, Eva Watson.
O'Callaghan, Mila.
O'Sullivan, Bertille M.
Palmer, Ethel.
Patterson, Edith.
Phelps, Maud L.
Philp, L. Madeline.
Pickering, John Robert.
Pyke, Alfred J., B.A.
Payne, Pearl E.
Potter, Dolly.
Ronan, Frances Teresa.
Shaver, Charles A., B.A.
Shaw, Annie B.
Scanlon, Mary Greenfield.
Sinclair, Maude F.
Smith, Clayton R.
Smith, James M.
Sturgeon, Sadie A.
Schumacher, Afra Rosina.
Switzer, Josephine.
Tracey, William Richard.
Templeton, Marian Lilian.
Thomlinson, Elizabeth.
Thorpe, Ethel M.
Tupper, Bertha A.
Watson, Myrtle Agnes.
Walks, Bertram.
Willison, Nils.
Warren, Winifred.
White, Edith M.
Winnett, Violet E., B.A.
Whyte, Minnie A.
Young, Madeline Claire.
Yenney, Henry Alfred.

V. Permanent Second Class Certificates.

Anderson, Kate F.
Ashton, Elsie May.
Allen, Jean.
Armstrong, Sara Eva.
Atkinson, Grace Ida.
Auckland, Nellie. (Honours.)
Aylesworth, Eva.
Agnew, May Louise.
Aitchison, Maria Frances. (Honours.)
Alexander, Helen Frances. (Honours.)
Alexander, Nina Mae.
Allcock, Jessie Arletta. (Honours.)
Allison, Annie Adams.
Armour, George E.
Belfry, J. Earlby.
Bain, Mary.
Baines, Annie M.
Blue, Annie May.
Bouck, Florence May.
Bowen, Lillian J. (Honours.)
Braithwaite, Lillian. (Honours.)
Brown, Ida.
Brown, Lottie L.
Brown, Margaret E.
Brown, Rachel M.
Buchanan, Catherine. (Honours.)
Buchanan, Flora.
Bartlett, Kate.
Bennett, Mary T.
Blackwood, Jennie.
Boyd, Pearl C.
Bredin, Ethel I.
Burroughs, Ella.
Barber, Anna Maria.
Barber, Anna Victoria. (Honours.)
Baskin, Katie.
Beeman, Mary.
Bell, Everetta Gertrude. (Honours.)
Bell, George Ernest. (Honours.)
Black, Mary Maude.
Blair, Annie Eleanor. (Honours.)
Bolton, Alice Eloise.
Boulton, Beatrice Bedelia.
Boulton, Rose.
Buchanan, Elma.
Burnham, Nona.
Byers, Olive.
Campbell, Frederick J. H.

Campbell, Edna.
Campbell, Margaret.
Cartier, Agnes.
Cleugh, Nellie.
Colhoun, Mary. (Honours.)
Cooper, Dorothy E.
Corcoran, Ella. (Honours.)
Coulson, Margaret.
Cusler, Violet Luella.
Cadwell, Mirtie.
Caldwell, Egbert C.
Campbell, Gertrude C.
Carroll, Alice.
Carson, Isabel.
Cassidy, Alice.
Clarke, Hattie.
Curtin, Katie.
Cairns, Mrs. Carrie.
Cardno, Jeane. (Honours.)
Chambers, Minnie Teresa.
Cleland, Lulu.
Cook, Mary Tudhope.
Coyle, Adeline.
Crawford, Grace Katharine.
Culp, Mae Sarah Marguerite.
Cunningham, Edwyn Daniel. (Honours.)
Dalton, Dora May.
Davies, Alice Louise.
Dowson, Marg't. Gertrude.
Drummond, Lolo Minna.
Duncanson, Martha J.
Decker, Harriet.
Doherty, Margaret. (Honours.)
Donaldson, Amanda. (Honours.)
Dourley, Alice.
Dowdall, Evelyn T.
Draper, Annie M.
Driscoll, Nina.
Davidson, Mary Calder.
Deyell, Margery Luella.
Dolson, Mabel Isabella. (Honours.)
Donaghy, Mabel. (Honours.)
Doolittle, Roberta Havergal. (Honours.)
Downing, Shelta Edna.
Doyle, Annie.
Draper, Bertha.
Duff, Katie Belle.
Elliot, Alice M.
Emmett, Zylpha.
Ewing, Winnifred. (Honours.)
Earle, Vera I. (Honours.)
Eberhardt, Mary Agnes.
Elliott, Jean Grace.
Evans, Annie Matilda.
Flewellyn, Beatrice.
Farnham, Mrs. Agnes R. (Honours.)
Ferguson, Barbara.
Finlay, Maggie A.
Forbes, Maggie. (Honours.)
Fry, Blake E. (Honours.)
Ferrier, Addie.
File, Margaret.
Filson, Fleda.
Fitzmaurice, Teresa.
Field, Georgina Winifred. (Honours.)
Fisher, Marjorie.
Forster, Cassie Millie.
Foster, Mildred May. (Honours.)
Freeborn, Sarah Jean.
Farry, Mary Agnes.
Gaetzmeyer, Prakeder Marie.
Garrett, George.
Garrett, Mark.
Gilbert, Mabel Maud. (Honours.)
Graham, Annie M.
Graham, Jessie Lizzie.
Gardiner, Effie.
Gilbert, Percy.
Graham, Florence.
Galvin, Margaret Garoldine.
Gilmore, Mrs. Maggie.
Guinn, Laura Ethel.
Gooding, Rhea May.
Hamilton, Annie.
Heller, Georgina A.
Hillis, Flewellyn Clayton.
Hodgins, Mildred.
Hogg, Edna Gertrude.
Hunter, Mary Maud.
Hyde, Catherine I.
Haines, Margaret.
Hawkins, Susie.
Hay, Mabel E. (Honours.)
Hadcock, Ruth. (Honours.)
Halliday, Margaret Jane.
Hamilton, Katherine Ada.
Harrison, Hazel Alma.
Hayes, Myrtle Maggie.
Heacock, Mabel Louise.
Hillborn, Adeline. (Honours.)
Hope, Vida Ellen.
Hopper, Ella Mary.
Hughes, Beryl Esther. (Honours.)
Huseon, Edith Maud. (Honours.)
Hill, Ruby Mae.

Jackson, Mabel R.
Janes, Gertrude M.
Johnston, Mary.
Jermyn, Olive Beryl.
Jewell, Meta Mary. (Honours.)
Johnston, Lizzie. (Honours.)
Johnston, John B., M.A.
Johnston, Jean Lyttle.
Kelly, Lillian. (Honours.)
Kennedy, Florence C.
Kindree, Ada.
Kines, Beatrice. (Honours.)
Kuchner, Elsie.
Kenney, Minnie.
Kyle, Annie M. (Honours.)
Kelly, Ora Belle.
Kidd, Evelyn Mary.
Lattey, D. B.
Langford, Gwendolyn.
Lawton, Hetty.
Lethbridge, Sadie J. (Honours.)
Love, Mary C.
Lane, Lena.
Larmour, Laura B.
Lackner, Evelyn Amanda. (Honours.)
Langan, Agnes May. (Honours.)
Lannon, Teresa Mildred.
Lehman, Ethel Maud. (Honours.)
Lobb, Bessie Barrie.
Loney, (Mrs.) Jean.
Lounsbury, Grace Evelyn.
Lundy, Lottie M.
Miller, Mrs. Harriet B.
Meehan, May. (Honours.)
Moorehouse, Lily M. (Honours.)
Mossip, Ethel.
Marselis, Mary M.
Mikel, Geo. Ridley. (Honours.)
Malcolm, Helen Sadie.
Marion, Jennie.
Marshall, Irene Myrtle.
Marshall, Laura Gertrude. (Honours.)
Moore, Jennie Euphemia.
Morris, Olive.
Morrison, Margaret.
Morrison, Myrtle May.
Morrow, Elizabeth Anne.
Moyer, Lillian Beatrice.
Murday, Sarah Eva.
Moffit, Laura M.
Macdonell, Marion Inglis.
MacLean, Louise.
McArdle, Sadie.
McAlpine, Mary. (Honours.)
McAuley, Tena.
MacCharles, Margaret.
McCombs, Annie.
McConnell, Alma.
McCracken, Sarah.
McCreary, Minnie.
McDonald, Russell.
McDougall, Isabella.
McEachran, Jemima.
McGrade, Rose Ella.
McGuire, Mary L.
McInnis, Georgina.
McKee, Alice Maud.
McKellar, Mary A.
MacKenzie, Marian.
McKillop, Tena.
McLean, Jessie Agnes.
McLeish, Rose S.
McLennan, Libbie J.
McMaster, Mabel E.
McMillan, Elizabeth G.
McMurray, Annie E.
McRitchie, Jennie. (Honours.)
McTavish, Jessie.
McGregor, Sara.
McMahon, Zita R.
MacArthur, Alice Maude.
Mackie Rachel Gile.
McAuslan, Vina.
McCallum, Mary Sterling.
McCausland, Violet. (Honours.)
McColl, Katie Carmichael.
McCutcheon, Ethel Beatrice.
McDonald, Alberta, Annie.
McGarvah, Grace Edna. (Honours.)
McIlmoyl, Mabel. (Honours.)
McInnes, Margaret. (Honours.)
McKerroll, Belle Annice.
McKinley, Myrtle.
McLaren, Frances Sarah.
McLeod, Christena.
McLeod, Bessie Campbell.
McPherson, Jessie Dermid.
McQueen, Charlotte Eleanor.
McCaffrey, May.
Nichol, Gretta.
Nokes, Estelle.
Neilson, Florence Sheila.
Nicholls, Lila Irene.
Nickell, Minnie Elizabeth.
Nicklin, Edith Minerva. (Honours.)
Norman, Myrtle Jean. (Honours.)

Orchard, Laura.
O'Brien, Margaret Teresa.
Oliphant, Selena Colclough.
Orton, May.
O'Donnell, Maggie B.
Pelling, Laura M.
Palmer, Carrie S. (Honours.)
Pinkerton, May Zella.
Pyke, Eva M.
Parks, Mary. (Honours.)
Patillo, Lillie. (Honours.)
Pengelly, Laura Alvena.
Pollard, Minnie Elizabeth.
Pollock, Clara Annetta.
Prior, Annie Laurie.
Purdy, Martha Levina Winifred. (Honours.)
Purdy, Annie Theresa.
Quigley, Ila.
Rolston, Gertrude.
Rush, Carrie Slode.
Robson, Ina H.
Rea, Alice Houston. (Honours.)
Robertson, Lillian P. (Honours.)
Rocque, Marie Louise.
Ross, Berta. (Honours.)
Rourke, Lucy Mae.
Ryan, Violet A.
Rylands, Euphemia.
Redburn, Myrtle Lavilla.
Reed, Caroline Beatrice.
Richardson, Bella.
Richardson, Jennie.
Robertson, Helen.
Robertson, Louetta Zilpha.
Rogers, Hattie.
Rudd, Mary Ann.
Russell, Edith Josephine.
Russell, Rachel.
Rynard, Julius Wesley.
Redmond, Teresa.
Ross, Gertrude.
Robb, Susie Helena.
Saywell, Claire. (Honours.)
Schlichter, Jas. E. (Honours.)
Schnekenburger, Mary.
Scidmore, Irene.
Scott, Eula I.
Scott, Janet.
Smith, Jeannie D.
Smith, May.
Soul, Nellie J.
Sutton, Laura B.
Sarles, Lillie G. (Honours.)
Shannon, Belle. (Honours.)
Shorey, Eva.
Simmons, Frances.
Smith, Addie F.
Smith, Ellis.
Smyth, Margaret.
Squair, Mary Clara. (Honours.)
Steele, Mamie.
Stewart, Edna.
Seburn, Mary Aseneath.
Semple, Grace Emma.
Semple, Margaret.
Short, Lizzie Ethel.
Smith, Hattie Hazelwood.
Smith, Margaret Elizabeth.
Smith, Edith Victoria.
Steele, Libbie.
Steven, Lulu Grace.
Stubbs, John Henry.
Sutton, Ethel Louise.
Sutton, Mabel Florence.
Taylor, Edith M.
Thoms, Hilda E.
Thornton, Ellen J.
Trout, Eleanor A.
Taylor, Eva Lillian.
Taylor, Sara. (Honours.)
Thompson, Harriet Zella.
Thomson, Margaret Flora. (Honours.)
Treadgold, Carey Etta.
Turner, Alberta Elmira. (Honours.)
Thompson, Ethel May.
Walker, Nettie. (Honours.)
Walker, Sarah. (Honours.)
Ward, Susie E. (Honours.)
Wand, Cora Ethel.
Whellihan, Emma. (Honours.)
Wickwire, Annie.
Wilson, Beatrice J. (Honours.)
Wilson, Bertha.
Wallis, Edith C.
Watts, Harriet Eva.
Wagg, Ethel May.
Wallace, Lorraine. (Honours.)
Welstead, Agnes Ironside. (Honours.).
Welstead, Georgiana Augusta.
Whittaker, Mary Irene Harold.
Wilson, Beth Kerr. (Honours.)
Wiltse, Maud Elaine.
Wright, Myrtle Lorine. (Honours.)
Wynn, Myra Pearl. (Honours.)
Warwick, Ilda May.

Yeandle, Bessie.
Young, Loretta Eva.
Young, Mabel.
Zavitz, Annie.

VI. Kindergarten Directors.

Aitkin, Phyllis Steele. (Honours.)
Alexander, Edna Isobel. (Honours.)
Beaulands, Dorothy Garnett. (Honours.)
Baker, Jessie Catherine.
Blackburn, Amy L.
Campbell, Grace K.
Carson, Flora. (Honours.)
Cowan, Edythe.
Eagleson, Gertrude Maynard.
Earle, Olive.
Evans, Hazel Irene.
Ferguson, Mabel.
Flemming, Ruth.
Grant, Jean Ruth. (Honours.)
Hagne, May. (Honours.)
Harvey, Anna Victoria. (Honours.)
Hoig, Muriel Mary.
Keyes, Annie Bertha.
Lester, Adda F. M.
McLachlan, Grace.
Martin, Muriel Amy.
Miller, Mary Belle.
Mingay, Lorna Gertrude.
Pennock, Marjorie. (Honours.)
Reynolds, Ethel.
Richardson, Austie G.
Rogers, Edna Isabella.
Turley, Ethel. (Honours.)
Watson, Charlotte.
Wells, Gertrude Maud.
Woods, Marjorie Hope. (Honours.)

VII. Certificates in Household Science.

Allan, Irene Isobel.
Baird, Kate.
Bearman, Katherine Fenton.
Bligh, Arabella.
Clowes, Mary Helen.
Doak, Jennie. (Specialist.)
Gibbard, Florence Violetta.
Kent, Minnie Myrtle.
McDonald, Maud Sara.
McKee, Mildred Roseborough.
Robertson, Eleanor.
Shepherd, Mossie B.
Smyth, Christina L.
Vaughan, Kathleen Cruise.

VIII. Certificate in Manual Training.

Wilkinson, James H. (Specialist.)

IX. Permanent Third Class and Public School Temporary Certificates.

	Permanent third class certificates.		Temporary certificates.
	Provincial.	Limited to the county or district.	
Algoma			13
Bruce			10
Carleton			33
Dufferin	2		9
Durham		1	6
Elgin			1
Essex	2		20
Frontenac	3		
Glengarry	1		5
Grey			6
Haliburton	3	2	28
Hastings	1	1	36
Kent			4
Lambton			2
Lanark	1		32
Leeds	3		26
Lennox and Addington	3		6
Lincoln			2
Manitoulin			25
Middlesex			1
Muskoka	1	2	30
Nipissing	2		65
Norfolk			10
Northumberland			3
Ontario			1
Oxford			3
Parry Sound	1		28
Peel			2
Perth			1
Peterborough			5
Prescott and Russell		2	12
Prince Edward	3		2
Renfrew	2	4	47
Simcoe	2	1	11
Stormont	1		4
Thunder Bay			30
Victoria		1	18
Waterloo	1		6
Welland	1		5
Separate and Bi-lingual Schools	1		112
Total	34	14	660

X. Professional Certificates issued 1908.

Examinations.	No. of candidates.	H. S. Interim.	Permanent I. Class.	Interim I. Class.	Permanent II. Class.	Interim II. Class.	Interim III. Class (1 yr).	Provincial III. Class (3 yrs).	Limited III. Class (5 yrs).	Kindergarten Directors.	Kindergarten Assistants.
Faculties of Education	296	165	71	102	....	14	....	....	....	....	....
Normal Schools	428	....	....	....	340	71	13	....	....	....	....
Model Schools	261	....	....	....	....	....	..	131*a*	314*b*	....	....
Kindergartens	(*c*)	....	....	....	....	....	....	....	....	31	49
Interim Certificates made permanent	....	....	43	....	28	....	....	....	....	....	....
Certificates issued on *pro tanto* standing (*d*)	....	....	....	....	....	10	....	3	5	....	....
			114	102	368	95	13	134	319	31	49

Number of permanent III. Class certificates :—48.

Number of expired III. Class certificates extended to June 30th, 1909, under terms of Departmental Regulations, cir. 26, Aug., 1908, and cir. No. 1, Nov. 28, 1907 :—520.

(*a*) Issued under authority of Departmental Regulations, circular, Jan. 27, 1908.

(*b*) Including graduates of the English-French Training School at Ottawa, also teachers who passed the Model School Examination prior to 1908, but who for various reasons did not receive certificates at the time.

(*c*) Not reported.

(*d*) Issued under authority of Section 23 (10a) of the Department of Education Act.

APPENDIX T.—MEMBERS OF THE ADVISORY COUNCIL, AND BOARD OF EXAMINERS; LISTS OF ASSOCIATE EXAMINERS, AND HIGH SCHOOL PRINCIPALS AND ASSISTANTS.

I. Members of the Advisory Council.

John Seath, LL.D., Superintendent of Education for Ontario, Toronto.
Rev. R. A. Falconer, LL.D., President, University of Toronto.
Maurice Hutton, LL.D., Principal, University College, Toronto.
Rev. N. Burwash, LL.D., President, Victoria College, Toronto.
Rev. T. C. S. Macklem, LL.D., Provost, Trinity College, Toronto.
A. P. Knight, M.A., M.D., Queen's University, Kingston.
A. C. McKay, M.A., LL.D., Chancellor, McMaster University, Toronto.
Rev. W. J. Murphy, Rector, Ottawa University, Ottawa.
N. C. James, Ph.D., Provost, Western University, London.
Thos. A. Kirkconnell, B.A., Principal, Collegiate Institute, Lindsay.
Stephen Martin, B.A., Principal, Collegiate Institute, St. Mary's.
Harriette Johnston, Public School Teacher, Toronto.
Alex. Austin Jordan, Principal, Central School, Kingston.
J. W. Plewes, Principal, Public School, Chatham.
Thos. Agnew Reid, Principal, Public School, Owen Sound.
John J. Rogers, Principal, Separate School, Lindsay.
Wm. I. Chisholm, M.A., Inspector, Public Schools, Kincardine.
Rev. W. H. G. Colles, Inspector, Public Schools, Chatham.
J. Ball Dow, School Trustee, Whitby.
John H. Laughton, School Trustee, Parkhill.

II. Board of Examiners, 1909.

University Matriculation.

W. J. Alexander, Ph.D., University College, Toronto.
Macdonald, J. F., M.A., Queen's University, Kingston.
Kylie, E. J., M.A., University of Toronto.
DeLury, A. T., M.A., University of Toronto.
W. Findlay, Ph.D., McMaster University, Toronto.
Patterson, W. J., Western University, London.
Chant, C. A., Ph.D., University of Toronto.
Smith, R. W., Ph.D., McMaster University, Toronto.
Walker, W. O., M.A., Queen's University, Kingston.
Carruthers, A., M.A., University College, Toronto.
Mitchell, G. W., M.A., Queen's University, Kingston.
Dales, J. N., M.A., McMaster University, Toronto.
Cameron, J. H., M.A., University College, Toronto.
Horning, L. E., Ph.D., Victoria College, Toronto.
Owen, E. T., M.A., Trinity College, Toronto.

III. Associate Examiners, 1908.

Entrance to Model Schools.

Dictation:
Beatty, Robert.

Literature:
Dunsmore, T.
Cameron, C.

Geography:
Miller, G. A.
Bookkeeping:
Cameron, J. H.
Art:
Tanton, F.
Science:
Allan, T.
Grammar:
Magee, J. A.
Composition:
Bernath, A. C.
Cameron, C.
History:
Bell, Winnifred.
Arithmetic:
Froats, James.
Geometry:
Leighton, R. H.
Algebra:
Merritt, A. A.

Entrance to Normal Schools.

Arithmetic:
Kelly, H. H.
Wethey, E. J.
Grammar:
Phillips, W. A.
Morrison, S. A.
Geography:
Ewing, W. C.
Brunt, Robt. A.
History:
McVicar, A.
May, Annie.
Ferguson, G. A.
Keillor, James.
Stewart, Etta M.
Guest, Emily J.
Smith, J. C.
Stoddard, R.
Mitchell, Jessie.
Ingall, E. E.
Lingwood, F. H.
Kenner, H. R. H.
Morrison, S. A.
Literature:
Dickson, J. E.
Martyn, H. G.
Skeele, J. A.
Cameron, A. W.
McGarvin, M. J.
Watson, E.
MacPherson, W. E.
Reid, Robt.
Gilchrist, D. A.
Henry, Edith M.
Liddy, W. R.
Bald, W. F.
Bell, W. N.
Geometry:
Packham, J. H.
Hobbs, Thos.
Andrews, David.
Rutherford, Wm. H.
Taylor, Wilson.
Minns, J. E.
Hedley, W. P.
McNab, G. G.
Sills, W. R.
Campbell, A. L.
Nelson, J.
Physics:
Gavin, F. P.
Saunders, Charlotte.
Madill, A. J.
Conn, Henry.
Langford, T. E.
Bigg, E. M.
Simpson, E. E.
Jackman, D. S.
Boyd, Annie. A.
Carpenter, W. G.
Brunt, Robt. A.
Wood F. H.
Latin:
Luton, J. T.
Anderson, W. G.
Morrow, J. D.
Gundry, Helen M.
Howell, W. B. L.
Bellamy, W.
Mooney, W. H. T.
Kirkwood, Flo. E.
Will, G. E.
Mills, J. H.
Mackay, D.
Dundas, A. A.
Chemistry:
Dent, W. A.
Smith, Thos. C.
Mackay, Donald A.
Robertson, Geo. A.

Chemistry—continued:
Anderson, F. C.
Ayres, Marion H.
Hodgson, J. E.
Spiers, J. A.
McEachern, N.
Ewing, W. C.
Girdwood, A. P.
Composition:
Paterson, D. S.
Somerville, T. C.
Sexsmith, W. M.
Evans, W. E.
Sealey, Ethel M.
Bell, F. H.
VanEvery, J. F.
Park, H. G.
Algebra:
Crawford, J. T.
Spring, W. L.
Davidson, Hugh.
Shaw, Robt.
Wightman, R.
Wilson, W. A.
Jardine, W. W.

Entrance to Faculty of Education.

History:
Carscadden, T.
Elmslie, Wallace.
Ross, Ralph.
Fitzgerald, Eliza.
McVicar, A.
English:
Levan, I. M.
Thompson, Margaret J.
Field, J. M.
Macdonald, G. L.
Christie, J. D.
Charles, Henrietta.
Mathematics:
Crassweller, C. L.
Harstone, J. C.
Birchard, I. J.
Thompson, R. A.
Norris, J. T.
Patterson, R. A.
Forsyth, D.
Science:
Turner, J. B.
Smith, R. W.
McGuire, Jas. F.
Anderson, G. R.
Staples, L. E.
Stuart, F. A.
Nicol, W.
Classics:
Hodgson, Jno. E.
Hardie, W.
Treleaven, J. W.
Ramsay, W.
Logan, W. M.
Sliter, E. O.
French and German:
McKim, W. A.
Bunnell, Effie.
Willson, Alice.
MacLean, A. E.

Pass Matriculation.

Classics:
Briden, W.
McKinley, J. M.
Trench, W. W. A.
Macdonald, R. A. F.
Cameron, A. R.
Cook, J. A.
Morris, A. W.
Pringle, Gertrude.
Langford, A. L.
Campbell, G. L.
Chubb, Ethel L.
Haviland, H. J.
Roberts, T. H.
French and German:
Galbraith, W. J.
Williams, Walter H.
Clark, M. S.
Odlum, Eleanor.
Ewing, Florence.
Gibson, Ethel.
Pilkey, P. J.
Teskey, Catherine.
Mairs, Edith.
Steele, Flora E.
Morrish, Winnifred.
Irwin, H. W.
Dearness, Jean.

Carter, Janet.
Lunny, Rosemary.
Dickey, Miss A. M.
Keefe, R. P.
Phillips, W. A.

History:
Robertson, W. J.
Findlay, W. A.
Doherty, Mabel.
Wegg, Charlotte, S.
Glass, W. A.
Tate, E. Mabel.
Baird, Mabel.
Taylor, L. W.
McRae, Jessie.

Algebra:
Snider, E. E.
Brown, C. L.
Delmage, Edith.
Simpson, B. L.

Geometry:
Cranston, D. L.
Richardson, Kate.
Halnan, L. R.
Wood, E. E.
Lawlor, R. G.
Ireland, F. N.

Arithmetic:
Girdwood, A. P.
Wood, F. H.

Physics:
Williams, L. J.
Scratch, Linnie.
Fetterley, H. B.

Chemistry:
Graham, R. R.
Forrest, Wm.
Mitchener, J. L.

Literature:
Coombs, A. E.
Reed, G. H.
Brethour, J. H.
Shields, A. M.
Story, Selina G.

Composition:
Jennings, E. W.
Archer, Mary.
Amos, Flora.
MacLachlan, Catherine.

Grammar:
Keefe, R. D.
Dickey, Miss A. M.

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1909.

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years' experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Aylmer	Rutherford, Walter W	B.A., Tor	Math	1883	34	1	1,500		
	Story, Selina Gladys	M.A., Queen's	Mods. and Hist	1904	6	½			1,000
	Gundry, Helen Myrtle	B.A., Tor	Classics	1906	5	1			800
	Elliott, Thomas W. (Interim)	B.A., Tor	Science	1908	2½	11		1,000	
Barrie	Redditt, Thomas H	B.A., Tor	Eng., Fr., Ger	1893	25		1,600		
	Hay, Andrew		Math	1882	30	8		1,200	
	Morrison, Alexander Selkirk	B.A., Queen's	Eng. Hist	1905	6	4		1,150	
	Mackay, Donald Alex	B.A., Queen's	Science	1905	8	5		1,150	
	Miller, Nannie M. A		Com., Eng	1908	16	1			1,000
	Tate, Mabel E. (Interim)	B.A., Tor	Classics	1908	3				1,100
Berlin	Forsyth, David	B.A., Tor	Math	1901	32¾	1	1,850		
	Jackman, David S	M.A., Tor	Science	1902	7½	3		1,400	
	Dolan, George Robert	B.A., Queen's	Eng., Hist., Classics	1903	7½			1,300	
	Norman, Lambert	B.A., Tor	Com., Eng., Hist., Fr., Ger	1904	14	3		1,300	
	Martyn, Harold G	B.A., Tor	Mods. and Hist	1904	6½	3		1,250	
	Williams, Walter Herbert	M.A., Queen's	Mods. and Hist	1905	4½	2		1,300	
	Brown, Harry Wilson			1905	3½	17		1,000	
	Houston, Daniel Wesley		(Manual Training Instr.)	1903	5½	18		1,400	
	Fisher, Katherine A		(Household Science Instr.)	1903	5½				850
	Zoellner, M. Margaret		(Physical Director)	1905	4				450
Brantford	Burt, Arthur William	B.A., Tor	Mods. and Eng	1893	30		1,900		
	Passmore, Samuel Francis	M.A., Tor	Classics	1885	29			1,350	
	Coates, Daniel Harsum	B.A., Tor	Math	1893	21			1,350	
	Bunnell, Effie Maria	B.A., Tor	Eng., Fr., Ger	1891	17				1,350
	Shultis, Adam		Commercial	1896	13	11		1,300	

	Robertson, George A.	B.A., Tor.	Science	1908	4½	5	1,250	
	Sheppard, Martin Ward.	B.A., Tor.		1907	7	9	1,150	
	Ralston, George D. (Interim)	B.A., Queen's		1909	½	4	1,000	
	Errett, Charles F.		(Manual Training Instr.)	1902	14	2½	1,300	
Brockville	Husband, Almeron J.	B.A., Tor.	Eng., Hist. (Interim) Fr., Ger.	1895	13	3	1,650	
	Forbes, John William	B.A., Tor.	Math.	1901	12	3	1,250	
	Dowsley, William Clinton	M.A., Queen's	Classics, Eng., Hist.	1907	9	4	1,250	
	McGuire, James F.	M.A., Queen's	Science	1907	5	8	1,250	
	Somerville, Thomas C.	B.A., Tor.	Mods., Eng., Hist.	1909	14¾	1	1,250	
	Giles, A. Edith			1890	19	3		900
	Richardson, Kate		Commercial	1898	10	6		900
	McCormack, Mary Irene (Interim)	B.A., Queen's		1907	1½	2		750
Chatham	Twohey, William James	M.A., Tor.	Classics	1904	24	1,750		
	Paterson, David Smith	B.A., Tor.	Eng., Fr., Ger.	1888	32	1½	1,350	
	Taylor, Wilson	B.A., Tor.	Math.	1894	23	2½	1,350	
	Ayers, Marion Huntley	M.A., Queen's	Science	1905	4½	8	1,350	
	Wethey, Edmund James (Interim)	B.A., Trin.	Math.	1906	3½	5½	1,050	
	Kidd, Truman W.		Art (Interim)	1906	3½	6	1,050	
	Edward, Frankland Ward (Interim)		Commercial	1907	3½		1,300	
	Sexsmith, William Newton	B.A., Tor.		1907	4½	3	1,050	
	Steele, Flora Elizabeth	B.A., Tor.	Mods. and Hist.	1907	3			1,250
	Barker, George Albert (Interim)			1907	1	11	1,000	
Clinton	Gundry, Arthur Presland	B.A., Tor.	Science	1906	17½	1,450		
	Treleaven, John Wesley	B.A., Tor.	Classics	1907	17		1,150	
	Delmage, Edith Rachel	B.A., McMaster	Math.	1906	4	4		950
	Ball, Emerson, E. (Interim)	B.A., Tor.	Mods. and Hist.	1907	1½		950	
	Moir, Isabella (Interim)		Commercial	1907	1½	8		850
Cobourg	Arthur, Colin Clayton	M.A., Queen's	Science	1893	17	1	1,400	
	Odell, John William	B.A., Tor.	Math.	1895	17	3	1,200	
	Jones, Laura Lucinda	B.A., Tor.	Eng., Fr., Ger.	1898	15			1,000
	Bennet, John Smith (Interim)	B.A., Tor	Classics	1908	½	6	1,200	
	Smith, Clayton Richard (Interim)		Com.	1908	½	5	1,000	
	Hickey, Philippa A. V. (Interim)			1909		6		600
Collingwood	Brown, Percy William	B.A., Queen's	Science	1906	14	4	1,300	
	Henderson, James Vanwyck	B.A., Tor.	Classics	1906	6	3	1,200	
	Day, John Wilfred (Interim)			1907	1½	13	950	
	Libby, Minnie Fennessey	B.A., Victoria	Eng., Hist., Fr., Ger.	1907	13	4		1,000
	Delmage, Evelyn E.	B.A., McMaster	Math.	1907	6			1,000
	Smith, Margaret		Commercial	1907	14	3		950

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1909.—*Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years' experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Galt	Carscadden, Thomas	M.A., Tor.	Eng., Hist.	1885	35	3	1,800		
	DeGuerre, Ambrose	B.A., Tor.	Math.	1890	19	....		1,400	
	Evans, William Edwin		Commercial	1892	19	4		1,300	
	Hamilton, Robert Somerville	B.A., Tor.	Science	1894	19	....		1,300	
	Carter, Janet Wishart	M.A., Tor.	Eng., Hist. (Inter.), Fr., Ger.	1901	16	....			1,200
	Morrow, Archibald Elston	B.A., Tor.	Classics	1905	19	....		1,300	
	Bissonnette, Thos. Hume			1906	2	1		1,000	
	Cameron, John Shaw		Math.	1909	13	1		1,000	
	Yeo, Charles Timothy		(Manual Training Instr.)	1907	1	....		1,100	
	Twiss, Fannie Adelia (Interim)		(Household Science Instr.)	1907	1	....			850
	Hart, Frank Cyril	P.S.A.	(Agriculture Instructor)	1907	1	3		1,200	
Goderich	Field, John Marden	B.A., Tor.	Eng., Hist., Fr., Ger.	1900	13	7½	1,500		
	Strang, Hugh Innis	B.A., LL.D., Tor.	Classics	1871	41	3		1,200	
	Robertson, Alex. Morton	M.A., Queen's	Math., Fr., Ger.	1908	13½	3		1,100	
	Firth, Joseph Wilson (Interim)	B.A., Tor.	Science	1908	1	2		1,100	
	McArthur, Margaret (Interim)		Commercial	1908	½	3			900
	Hodge, Gertrude Agnes (Interim)	B.A., Tor.		1909		1			600
Guelph	Davison, James	B.A., Victoria	Math.	1892	33	2	1,800		
	Skinner, Kate Clara	B.A., Tor.	Eng., Hist., Fr., Ger.	1895	14	1			1,000
	Kirkwood, Florence Ethel	B.A., Tor.	Classics	1907	9	....			1,300
	Scrimgeour, William George (Interim)	M.A., Tor.	Science	1908	½	4		1,350	
	Charlesworth, John William	B.A., Queen's		1888	21	3½		1,150	
	Taylor, Luther William		Commercial	1902	7	3½		1,250	
	Ricker, Harry E.			1908	2½	10		950	
	Taylor, Daisy E. (Interim)			1909		6			700
	Smith, Margaret Hübner (Interim)			1909	14				700

Hamil'ton	Thompson, Robert Allan	B.A.,Tor.,LL.D.,McM.	Math	1886	23		2,640		
	Turner, John Burgess	B.A., Queen's	Math., Science	1885	27	3		2,060	
	Crawford, John Thomas	B.A., Tor.	Math	1889	21			1,800	
	Logan, William McGregor	M.A., Tor.	Classics	1892	23			1,800	
	Hogarth, Eber Septimus	B.A., Tor.	Eng., Fr., Ger	1892	20			1,800	
	McGarvin, Michael James	B.A., Tor	Mods. and Hist	1906	2½	1½		1,640	
	Paterson, Andrew	M.A., Trin		1874	34	4		1,600	
	Gill, James	B.A., B. Pæd., Tor	Math	1892	19	2		1,600	
	Simpson. Benjamin L.	M.A., Queen's	Math	1905	3½	3		1,340	
	Morris, Arthur Whitman	M.A., Tor.	Classics	1906	4	5		1,340	
	Armstrong, Geo. Francis	B.A., Tor	Math	1907	6½	1½		1,300	
	Johnston, George Lang	B.A., Queen's	Commercial	1888	20	3		1,340	
	Morrison, Edward	B.A., Tor.	Science	1907	2½	6		1,240	
	Dunkley, Albert Wesley	M.A., Queen's	Classics	1908	8½			1,240	
	Carpenter, William Grant	B.A., McMaster	Science	1908	3½	4½		1,240	
	Smith Kathrina, V.R. (Interim)	M.A., Tor.	Mods. and Hist	1908	½				1,040
	Webster, Samuel Charles	B.A., Tor		1908	7	2		1,000	
	Taylor, Mabel Annie	B.A., Queen's		1904	5	4½			900
	Kraft, Ernestine Lissette			1904	4½	2			700
	Edwards, Mabel Cordelia			1908	2½				650
	Elmslie, Kate (Interim)			1908	½	6			650
	Strong. Isabelle Wright		(Household Science Instr.)	1908		4			650
	Davidson, Margaret Cheyne			1876	33	14			500
	Bailey, William		(Manual Training Instr.)	1907	5½	1½		1,200	
	Syme, John James		(Drill Instructor)	1905	3½			700	
Ingersoll	Briden, William	B.A., Queen's	Classics, Eng	1886	28½	½	1,400		
	Staples, Louis Edgar	M.A., Queen's	Science	1908	6½	15		1.200	
	Lucas, Gavin Allan	B.A., Tor.	Commercial (Interim)	1904	6	6		1,000	
	Houser, Wilfred Henry (Interim)	B A., Queen's	Math	1908	½			1,100	
	Francis, Annie Buchan	B.A., Tor.	Mods. and His	1908	6	1		1,000	
	Tanton, Francis (Interim)			1908	½	11		1,000	
Kingston	Ellis, William Stewart	B.A., B. Sc., Vic.	Math., Science	1893	28	2	1,900		
	Sliter, Ernest Oscar	M.A., Tor.	Classics	1888	21			1,300	
	Sills, William Ryerson	M.A., Queen's	Math	1897	17	3		1,300	
	Bale, George Sidney	B.A., Tor	Eng., Hist., Fr., Ger	1906	8			1,200	
	Walks, Robert Hilton	B.A., Tor	Eng. and Hist	1908	12	6		1,250	
	Fraser, James Williams	B.A., Tor		1904	5½	10		1,000	
	Ramsay, James Alex		Art (Interim), Com	1906	5½	6		1,000	
	Saunders, William John	M.A., Queen's	Science	1908	8½	3		1,000	
	Hedley, William Powell	B.A., Tor	Math	1908	4½	8		1,000	
	Chown, Hattie Louise			1905	4	20			800
	Henstridge, Elizabeth	M.A., Queen's	Eng., Hist. Fr., Ger	1907	7½	7			900
	Shaver, Charles A. (Interim)	B.A., Queen's		1909	½	4½		1,000	
	Hatch, Augustus F	B.A., Bowdoin	(Manual Training Instructor)	1903	6			1,100	

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1909.—*Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years' experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Lindsay	Kirkconnell, Thomas A	B.A., Queen's	Math	1908	23	3	1,700		
	Rosevear, Howard Stanley	B.A., Tor., M.A., Har.	Com. (Interim), Science	1903	13			1,350	
	Freeman, John Alexander	B.A., Tor.	Classics	1908	20			1,200	
	Robertson, George D.	B.A., Queen's	Art, C m	1908	16	5		1,200	
	Newman, George E.	M.A., Queen's	Eng., Hist., Fr., Ger.	1908	15	5		1,200	
	Allin, Elizabeth A.	M.A., Tor.	Fr., Ger.	1908	9	2½			1,000
	Moir, Catharine Elizabeth			1908	14½	4			850
	Lloyd, Everton A. (Interim)			1908		1		1,000	
	McKenzie, D. A.	B.S.A., Tor.	(Teacher of Agriculture)	1908				1,200	
London	McCutcheon, Fred. Wm. Caswell	B.A., Tor.	Fr. and Ger. (Interim), Math., Eng. and Hist.	1900	11½		2,100		
	Little, Robert A.	B.A., Tor.	Classics	1886	24½			2,000	
	McVicar, Archibald	B.A., Tor.	Eng. Hist.	1903	11½	4½		1,600	
	Stuart, Frederick Alfred	M.A., Tor.	Science	1903	14			1,600	
	Overholt, Arthur Milton	M.A., McMaster	Math.	1908	9	½		1,600	
	Lane, James Stanley	B.A., Tor.	Fr., Ger.	1908	12			1,600	
	MacDonald, Geo. Leslie	B.A., Tor.	Eng., Fr., Ger.	1908	16	7		1,600	
	Dickenson, James Arthur		Commercial	1895	22	4		1,600	
	Andrus, Guy Ambrose			1888	24	7½		1,600	
	Riddell, Frank P.	B.A., Tor.	Classics	1898	19			1,500	
	Mooney, Wm. H. Thos.	B.A., Tor.	Classics (Interim)	1903	6½	6		1,500	
	Gray, Neil Roy	B.A., Tor.	Mods. and Hist. (Interim)	1904	5½	3		1,500	
	Grainger, Horace Alex	B.A., Tor.	Science	1906	6½			1,500	
	Taylor, John Gladstone	B.A., Tor.	Math.	1908	9	5		1,500	
	Buchanan, John Alexander	B.A., Queen's	Commercial	1907	7½	3		1,500	
	Walker, Arthur John	B.A., Queen's		1908	5	8		1,400	
	Jones, Samuel S.			1892	18	6		1,500	

	Downing, John Henry			1900	9	8	1,500	
	Anderson, Jessie Inglis	B.A., Tor.	Mods. and Hist.	1906	3½			1,100
	Kelso, Alice C.			1897	13½	2½		1,100
	Davidson, S. Kelso		(Art Instructor)	1887	28		750	
	Gregory, William		(Drill Instructor)	1902	6½		1,000	
	Macpherson, Mary C.	B.A., Queen's	(Household Science Instr.)	1908	6			800
Morrisburg	Jamieson, James Smyth	M.A., Vic.	Eng.	1882	33	4	1,400	
	Cooke, John Alexander	M.A., Queen's	Classics	1904	19½	3	1,100	
	Boyd, Annie Alicia	M.A., Queen's	Com. (Interim), Science	1907	4½	8		1,100
	Henry, Thos. McKee	B.A., Tor.	Math.	1908	25	4	1,100	
	Edwards, Grace (Interim)	M.A., Tor.	Mods. and Hist.	1908	½			700
	Bouck, Clarence D. (Interim)			1909		17	1,000	
	Munro, William A.	B.A., Q.'s, B.S.A., Tor.	(Agriculture Instructor)	1907	1		1,200	
Napanee	Flach, Ulysses Jacob	M.A., Tor.	Math.	1900	20		1,600	
	Croskery, Robert Arthur	B.A., Queen's	Classics	1903	12		1,200	
	Smith, Thomas Corlett	B.A., Queen's	Science	1907	9	14	1,200	
	Collins, Herbert Eugene (Interim)	B.A., Tor.	Mods. and Hist.	1907	2½		1,100	
	Mitchell, Jessie A.	B.A., Tor.		1907	12	9		700
	Grange, Helen Aldworth	B.A., Tor.		1909	3			800
Niagara Falls	Dickson, James D.	B.A., Tor.	Math.	1893	21	3	1,750	
	Walker, David McKenzie		Commercial	1893	19	16	1,350	
	Will, George Edwin	B.A., Tor.	Classics	1901	9	3	1,350	
	Conlin, Evelyn Elizabeth	B.A., Tor.	Mods. and Hist.	1906	7			1,250
	Logan, Jessie M. (Interim)	B.A., Tor.	Mods. and Hist.	1907	1½			1,000
	Pearson, Alexander	B.A., Tor.	Science	1908	15½		1,350	
	Wait, Smith Austin (Interim)			1907	1½	3	900	
Orillia	Dickson, John Elder	B.A., Tor.	Class., Eng.	1899	29	1	1,600	
	Doidge, Thomas Clarke	B.A., Tor.	Math., Com.	1899	15	5	1,250	
	Madill, Alonzo James	B.A., McMaster	Science	1905	7	3½	1,050	
	Duncan, Ethel Anne (Interim)	B.A., Tor.	Mods. and Hist.	1908	1	½		850
	Cunningham, Carrie Starr (Interim)	M.A., Tor.	Eng. and Hist.	1909		1½		800
	McGuirl, Thomas Henry	B.A., Queen's	Art (Interim), Commercial	1908	8	5	900	
	Ogilvie, Alvin Irwin			1906	4		800	
	Clark, Ira Ethelbert			1906	2½	8		800
Ottawa	McDougall, Alexander Hiram	B.A., Tor.	Math.	1889	25		2,700	
	Macmillan, John	B.A., LL.D., Tor.	Eng.	1864	44	5	2,000	
	Sykes, William John	B.A., Tor.	Eng., Fr., Ger.	1894	17	3	2,000	
	Campbell, Daniel Alexander	B.A., Tor.	Science	1896	12	3	1,975	
	Marty, Aletta Elsie	M.A., Queen's	Fr., Ger.	1903	14	3		1,700
	Norris, Isaac Taylor	B.A., Queen's	Math.	1898	13		1,700	

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1909.—*Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Number of years' experience in a High School or Collegiate Institute.	Number of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Ottawa—*Con*....	Hardie, William	B.A., Tor.	Classics	1905	17	....	.....	1.700	.....
	Stothers, Robert	B.A., Queen's		1887	22	8	.....	1,800	.....
	Simpson, Robert S		Com	1903	10	9	.....	1,400	.....
	Meiklejohn, Allan James	B.A., Queen's	Eng. Hist	1906	10	3	.....	1,500	.....
	Armstrong, W. Gilnochie	M.A., Tor.	Mods. and Hist	1900	14	4	.....	1,350	.....
	Ewing, William Campbell	M.A., Queen's	Science	1905	12	4	.....	1,300	.....
	Hedley, James Walter	M.A., Tor.	Math	1904	6	2	.....	1,300	.....
	Smeaton, William	B.A., Tor.	Science	1906	8½	1½	.....	1,300	.....
	Stanley, Thomas E. A	B.A., Tor.	Math	1908	16	....	.....	1,300	.....
	Read, Robert	B.A., Tor.	Eng., Fr., Ger	1908	15	4	.....	1,200	.....
	Stevenson, Wm. John			1906	18	8	.....	1,300	.....
	Tompkins, Elizabeth Augusta			1902	6½	19	.....	.....	1,000
	McManus, Emily	M.A., Queen's	Eng. Hist	1906	13	3½	.....	.....	1,000
	Hood, Finlay		Com., Art (Interim)	1906	4	7	.....	1,200	.....
	Keogh, Lucius Richard			1907	2½	8½	.....	1,100	.....
	Mann, Harry Clarke (Interim)	B.A., McMaster		1907	1½	6	.....	1,100	.....
	Graham, William Andrew	B.A., Tor.		1908	10½	3	.....	1,300	.....
	*Chitty, Louis M. (Sergt.-Major)		(Drill Instructor)	1904	.....	....	.....	.....	.....
Owen Sound..	Murray, Thomas	B.A., Tor.	Math	1897	15	....	2,000	.....	.....
	Packham, James Henry	B.A., Vic..	Math., Commercial	1884	25½	2	.....	1,500	.....
	McKellar. Herbert S	B.A., Tor.	Fr., Ger	1898	13½	....	.....	1,500	.....
	Whyte, David	B.A., Tor.	Science	1902	9	5	.....	1,500	.....
	Brown, Lyman	M.A., Tor.	Classics	1903	11½	1½	.....	1,500	.....
	VanEvery, John Fair	B.A., Tor.	Eng., Hist., Fr., Ger	1903	11	....	.....	1,500	.....
	Day, Alfred E	M.A., Queen's	Eng., Hist., Fr., Ger	1907	10½	....	.....	1,200	.....
	Dowkes, William J			1903	5	12	.....	1,000	.....

	Asselstine, Oliver.....(Interim)	M.A., Queen's.....	Math	1907	1½	.....	.....	900	.....
	Edmison, Ralph W.....(Interim)	B.A., Tor.....	.....	1908	½	½	.....	850	.....
	Pritchard, Frances Palmer.....	.....	(Household Science Instr.).....	1907	2	5	.....	.....	700
	Howard, Harry	.....	(Manual Training Instr.).....	1908	.....	.....	.....	900	.....
Perth	McKim, William Andrew.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1900	11½	3	1,450	.....	.....
	Fergusson, George Arthur	B.A., Tor.....	Classics	1905	3½	2	.....	1,200	.....
	Forrest, William	B.A., M.D., Tor....	Science	1908	18	6	.....	1,100	.....
	Edmiston, James A.....	.....	.....	1893	15½	8	.....	900	.....
	Frost, Francis Henry.....	B.A., Tor.....	Math	1906	14	2	.....	1,200	.....
	Hamer, Roy S.....	B.S.A., Tor.....	(Agriculture Instructor)	1907	1½	2	.....	1,200	.....
Peterborough....	Kenner, Henry Rowe H.....	B.A , Tor.....	Classics	1893	20	½	1,800	.....	.....
	Fessenden, Cortez.....	M.A., Trin	Math	1890	33	3	.....	1,600	.....
	Srigley, Edgar Cooper	.....	Commercial	1902	14	5½	.....	1,220	.....
	Hodgson, Joseph Emerson....	B.A., Tor....	Science	1905	6½	4¼	.....	1,400	.....
	Weir, Annie	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1904	12	6	.....	.....	1,400
	Merritt, Robert Norris.....	B.A., Tor.....	Math	1906	9	1½	.....	1,400	.....
	Bauer, Bertha Theresa.....(Interim)	B.A., Tor.....	.....	1906	3	2	.....	.....	1,100
	Stubbs, Samuel James	B.A., Tor.....	Eng., Hist., Classics.....	1907	12	3	.....	1,400	.....
	Harvey, John Franklyn...(Interim)	B.A., Queen's.....	....	1907	1½	9	.....	1,100	.....
	Pettit, Louis John.....	B.A., Queen's.....	Eng., Hist.....	1908	3½	3	.....	1,400	.....
	Adams, John Hamilton....(Interim)	B.A., Tor.....	.....	1908	½	.....	.....	1,100	.....
Renfrew.....	Bryan, Hugh Wallace	M.A. Queen's	Classics	1907	11⅔	....	1,350	.....	.....
	Preston, Thomas	B.A., Tor.....	Science	1908	13	2	.....	1,100	.....
	Baird, Alex William.....(Interim)	M.A. Queen's.....	Mods. and Hist.....	1908	½	.....	.....	1,000	.....
	Windsor, Annie.....	B.A., McMaster	Math	1907	2½	.....	.....	.....	900
	Morrison, Delle Selena ....(Interim)	.....	Commercial	1908	½	2	.....	.....	750
	Reid, Edith Lilly	.....	.....	1908	2½	5½	.....	.....	650
	Burns, Edna M.....(Interim)	.....	(Household Science Instr.) ..	1907	1½	3	.....	.....	650
Ridgetown	Little, John George	B.A., Tor.....	Math	1889	22	½	1,400	.....	.....
	Marshall, Charles Frederick(Interim)	B.A., Tor.....	Science	1907	1½	.....	.....	1,000	.....
	Fleming, Maude E.....	M.A., Queen's.....	Mods. and Hist.....	1906	3½	....	.....	.....	925
	Watterworth, Grace M.....	.....	Commercial	1907	8½	2	.....	.....	825
	Fletcher, Beatrice Louisa R. (Inter.)	B.A., Tor.....	Classics	1907	1¾	2¼	.....	.....	750
St. Catharines .	Henderson, John.....	M.A., Tor.....	Class., Eng., Hist.....	1872	37	5	1,800	.....	.....
	Robertson, William John.....	B.A., Tor., LL.B., Vic.	Math	1874	35	....	.....	1,400	.....
	Conn, Henry	B.A., Tor.....	Science	1906	13	3	.....	1,300	.....
	Odlum, Dora Eleanor	M.A., Trin.....	Mods. and Hist.....	1907	6	1	.....	.....	1,000
	Jamieson, Clinton Egerton.....	.....	Commercial	1909	4⅓	1	.....	1,100	.....
	Caverhill, Arthur E.....	....	....	1894	16	15	.....	950	.....
	Alford, Ethel.....(Interim)	M.A., Queen's.....	....	1908	.....	.....	.....	.....	900

* Part time teacher.

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1909.—*Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Number of years' experience in a High School or Collegiate Institute.	Number of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
St. Mary's	Martin, Stephen	B.A., Tor	Math., Com.	1886	22½	3½	1,500	.....	.....
	McEachern, Neil	B.A., Tor	Science	1908	16	5	.....	1,200	.....
	Jickling, Carrie Kathleen (Interim)	B.A., Tor	Classics	1906	2½	.....	.....	.....	950
	Thackeray, Barton E.	B.A., Tor	.....	1906	3½	2½	.....	800	.....
	O'Donoghue, Mary H. (Interim)	B.A., Tor	Mods., Eng., Hist.	1908	½	.....	.....	.....	900
St. Thomas	Quance, Noah	B.A., Tor	Classics	1891	28	.....	1,750	.....	.....
	Voaden, Arthur C.	M.A., Queen's	Eng., Hist., (Interim), Com.	1903	16	2	.....	1,400	.....
	McGee, Cyril Houghton	B.A., Trin	Math	1902	12	.....	.....	1,300	.....
	Thompson, Peter McK.	M.A., Queen's	Science	1904	9	6	.....	1,300	.....
	Cook, Margaret	M.A., Tor	Eng., Hist., Fr., Ger.	1903	13	.....	.....	.....	1,300
	Messmore, Joseph Franklin	B.A., Tor	Classics	1908	17	.....	.....	1,000	.....
	Jennings, Edwin William	B.A., Tor	Eng. and Hist.	1907	6	4	.....	1,250	.....
	Page, John Percy (Interim)	B.A., Tor	.....	1908	2	.....	.....	850	.....
	Wing, Henry (Interim)	.....	.....	1908	1	9	.....	850	.....
	Katzenmeyer, Garner John (Interim)	.....	.....	1909	.....	3	.....	900	.....
Sarnia	Crassweller, Christopher L.	B.A., Tor	Math.	1902	24	2½	1,600	.....	.....
	Grant, David M.	B.A., Tor	Classics	1885	25	.....	.....	1,500	.....
	Dent, William Arthur	.....	Science	1904	11	2	.....	1,300	.....
	Bridgman, Clara Mary	.....	Commercial	1902	10	3	.....	.....	1,000
	Wilkie, Marion Florence (Interim)	B.A., Tor	Fr. and Ger.	1908	3½	.....	.....	.....	1,000
	Dugit, Rosalie A. (Interim)	M.A., Tor	Classics	1908	.....	.....	.....	.....	1,000
	Moffatt, Thomas Edward (Interim)	.....	.....	1908	1½	3	.....	1,000	.....
Seaforth	Rogers, George Franklin	B.A., Vic	Science	1899	15½	.....	1,500	.....	.....
	Coling, George Featherstone	B.A., Tor	Math.	1900	10½	.....	.....	1,200	.....
	Teskey, Edith A.	M.A., Tor	Classics	1907	10½	.....	.....	.....	1,100
	Craig, Arthur Campbell (Interim)	B.A., Tor	Mods. and Hist.	1908	1½	.....	.....	1,100	.....
	Chidley, Agnes F. (Interim)	.....	Commercial	1907	2	4½	.....	.....	800

Stratford	Mayberry, Charles Alexander	B.A., LL.B., Tor.	Classics	1891	26	2	1,800		
	Lennox, Thomas H.	B.A., Tor.	Science	1900	22	2		1,250	
	Marty, Sophie E.	M.A., Queen's.	Eng., Hist., Fr. and Ger.	1900	16	3			1,250
	Spring, Whitfield Lyman	B.A., Tor.	Math	1908	5	5		1,350	
	Carlyle, John A. (Interim)	B.A., Tor.	Eng., Hist.	1908		2		1,100	
	Malcolm, George	B.A., Queen's		1890	24	6		1,200	
	Doherty, Mabel		Commercial	1908	5½	3			1,050
	Woodley, Arthur M. (Interim)			1908	1	7		900	
	Webb, Charles W. (Interim)	B.A., Tor.		1908	1	5		1,000	
	Adams, Wm. A.		(Manual Training Instructor)	1901				1,200	
	Pease, Isabel J. C.		(Household Science Instructor)						600
Strathroy	Kerr, Charles Staple	B.A., Tor.	Eng., Hist. (Interim), Class.	1906	21		1,350		
	Hedley, Robert Wesley	B.A., Tor.	Math	1907	7½	3		1,200	
	Corkill, Edward James	B.A., Queen's	Science	1906	20	3		1,000	
	Dafoe, Margaret Norma. (Interim)	M.A., Tor.	Mods. and Hist.	1908	½				750
	*								
Toronto (Harbord St.)	Hagarty, Edward William	M.A., Tor.	Classics	1891	25		2,800		
	Balmer, Eliza May	B.A., Tor.	Eng., Fr., Ger.	1891	19½	1			2,200
	Lawler, Gertrude	M.A., Tor.	Eng., Fr., Ger., Math.	1891	18				2,200
	Smyth, Thomas Henry	M.A., B.Sc., Tor.	Science	1891	19	4		2,200	
	Glassey, David Alex	B.A., Tor.	Classics	1906	14½			1,600	
	Wightman, Robert	B.A., Tor.	Math	1908	11			1,500	
	Forfar, Charles	B.A., Tor.	Eng., Fr., Ger.	1892	19	6		1,800	
	Kennedy, Lyman Aaron	M.A., Vic.		1892	28			1,800	
	Clark, Luther John	B.A., Queen's	Fr., Ger.	1896	18	6		1,800	
	Fletcher, William Hugh	M.A., Queen's	Science, Com.	1904	11	4		1,500	
	Tapscott, Harry Byron	M.A., McM. & Harvd.	Fr., Ger.	1906	4	6½		1,500	
	Jermyn, Percy Thomas	M.A., Tor.	Eng. Hist.	1906	8½	1½		1,500	
	Shaw, Robert	B.A., Tor. & McM.	Math	1907	7½	3		1,400	
	McKinlay, James M.	B.A., Tor.	Classics	1907	9½			1,400	
	Keast, Walter. (Interim)	B.A., Tor.	Math	1907	2½	5		1,400	
Toronto (Jameson Ave.)	Smith, Gilbert Acheson	B.A., Tor.	Science,	1889	27	4	2,800		
	Birchard, Isaac J.	M.A., Tor., Ph. D.	Math	1893	28	11		2,200	
	Spence, Nellie	B.A., Tor.	Classics, Eng.	1889	20	1			2,200
	Hillock, Julia S.	B.A., Tor.	Fr., Ger.	1900	15				1,900
	Cosens, Absalom	M.A., Tor.	Science	1904	12	2		1,700	
	Mills, Jno. Hudson	M.A., Queen's	Classics	1906	18	1		1,600	
	Sinclair, John	B.A., Tor.		1897	20	8		1,800	
	Watson, Erwin H. A.	B.A., Tor.	Mods., Eng. and Hist.	1904	8	3		1,500	
	Phillips, Wm. A.	B.A., Tor.	Fr., Ger., Eng.	1906	20	1½		1,500	
	Reid, Thos. Emerson	B.A., Tor.		1905	4	8½		1,500	
	Smith, Arthur	B.A., Tor.	Science	1907	7	3		1,400	

* Commercial Specialist not yet appointed.

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1909.—*Continued.*

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							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Toronto (Jameson Ave.) —*Con.*	Barnes, Chas. L.	B.A., Tor.		1907	6	5	.....	1,400	.....
	Sealey, Ethel May	B.A., Tor.	Mods. and Hist.	1907	7	1	.....	.....	1,400
	Carlisle, John O. (Interim)	M.A., Tor.	Classics	1908	1	....	.....	1,400	.....
Toronto (Jarvis St.)	Embree, Luther E.	M.A., Tor.	Class., Eng., Hist., Fr., Ger.	1906	36	5	3,500	.....	.....
	Gray, Robert Alexander	B.A., Tor.	Math	1900	24	....	.....	2,000	.....
	Shaw, George Edmund	B.A., Tor.	Eng., Fr., Ger.	1876	33	....	.....	2,200	.....
	Michell, William Chas	B.A., Tor.	Classics	1897	17	....	.....	2,000	.....
	Lehmann, Karl A. K	B.A., Tor.	Science	1898	13	2	.....	2,000	.....
	Jeffries, John	B.A., Tor.	Eng., Hist., Fr., Ger.	1907	21	1	.....	1,600	.....
	Ivey, Thomas Joyce	M.A., Tor.	Science	1904	12½	....	.....	1,500	.....
	Keillor, James	B.A., Queen's	Eng., Hist.	1905	17	3	.....	1,500	.....
	Thomas, Janie	M.A., Tor.	Eng., Hist.	1882	26½	1	.....	.....	1,800
	Jennings, Wm. Arthur	B.A., Tor.	Science	1907	2½	....	.....	1,400	.....
	Lougheed, Wm. James	M.A., Tor.	Math	1907	5½	3½	.....	1,400	.....
	Spence, Augusta Grace W.	B.A., Tor.	Mods. and Hist	1907	3½	....	.....	.....	1,400
	Munro, Peter Fraser	M.A., Queen's	Classics	1907	8	½	.....	1,400	.....
	Keith, George Walter	B.A., Tor.	Math	1907	10½	....	.....	1,400	.....
	Morrish, Celia Winifred	B.A., Tor.	Eng., Hist., Fr., Ger.	1908	4	....	.....	.....	1,300
	O'Connell, Marguerite E. (Interim)	B.A., Queen's	Fr., Ger.	1908	1	4	.....	.....	1,300
Vankleek Hill	Anderson, Frank Cecil	B.A., Queen's	Science, Com.	1907	6	5	1,300	.....	.....
	Chase, Reginald Melville (Interim)	B.A., Tor	Classics	1907	3½	....	.....	1,100	.....
	Rogers, William H.	M.A., Trin.	Math.	1908	6½	2	.....	1,000	.....
	Trenaman, Mabel Natalie	B.A., Tor.	Mods. and Hist	1905	7	....	.....	.....	800
	Wilson, Margaret Grace E. (Interim)	.....	Commercial	1908	½	6	.....	.....	800
West Toronto	Colbeck, Franklin Charles	B.A., Vic.	Classics, Eng.	1894	22	1½	2,300	.....	.....
	Gourlay, Richard	B.A., Tor.	Classics, Math	1893	22	....	.....	1,800	.....

West Toronto—*Con.*	Charles, Henrietta	B.A., Tor	Eng., Fr., Gr	1901	22				1,500
	Johnston, Frederick James	M.A., Tor	Science	1904	11	3		1,500	
	Jones, George Mallory	B.A., Tor	Eng., Hist., Fr., Ger	1907	10			1,400	
	McLellan, Catharine		Commercial	1903	12	4			1,150
	Evans, William Arthur			1904	4½	14		1,100	
	Pyke, Alfred Joseph (Interim)	B.A., Tor	Math	1908				1,000	
Whitby	Hogarth, George Henry	B.A., Tor	Math	1900	22		1,250		
	Hall, Wilbert (Interim)	B.A., Tor		1908	½	3		950	
	Henry, Edith May	B.A., Tor	Mods. and Hist	1909	9½	3			1,000
	Pringle, E. Gertrude	B.A., Tor	Classics	1906	3	1			850
	White, Kate Elizabeth (Interim)		Commercial	1909	3½	1			800
	Hare, James H	B.S.A	(Agriculture Instructor)	1908				1,200	
Windsor	Gavin, Frederick Pearce	B.A., Queen's	Science	1892	17		2,000		
	Bell, Frederick Henry	B.A., Tor	Eng., Hist., Fr., German	1898	15½			1,400	
	Neilson, James		Commercial	1898	12	5		1,300	
	Brunt, Robert Anthony	B.A., Tor	Science	1905	6	1		1,300	
	Cleary, Norah	B.A., Tor		1900	7				1,050
	Eagle, David Melville			1907	2	9		1,250	
	Hamilton, William Brown (Interim)	B.A., Tor	Math	1908	1½	3		1,300	
	Lowe, William Duff (Interim)	M.A., Queen's	Classics, Eng., Hist	1908	½			1,300	
Woodstock	Levan, Isaac Master	B.A., Tor	Classics, Eng., Mods.	1898	27½		1,700		
	Cole, James McLarty		Science	1898	17½	8½		1,300	
	Paterson, Richard Allan	B.A., Tor	Math	1908	15	3½		1,200	
	Elmslie, Wallace	B.A., Tor	Mods. and Hist	1904	7½			1,150	
	Salter, Wesley John (Interim)	B.A., Tor	Classics	1907	1½			1,050	
	Stone, Alice B		Commercial	1907	6½	8			1,000
	Wilson, Ethel Mae			1908	4½	3			775
	Mercer, John S		(Manual Training Instr.)	1905	4	6½		1,150	
	Shaw, M. Pauline		(Household Science Instr.)	1907	2				500
	Wynne, Charles S. (Interim)			1909		2½		950	
High Schools:									
Alexandria	MacKay, Donald	M.A., Tor	Classics	1895	18	2½	1,400		
	Lawlor, Richard G	B.A., Queen's		1904	4½	9		1,000	
	Ostrom, Ethel Luella (Interim)	B.A., Queen's		1908	½	½			800
Almonte	Thompson, Margaret Jane	B.A., Queen's	Fr., Ger., Eng., Hist	1895	13½	6	1,200		
	Schell, Arthur William			1905	4	3½		1,000	
	O'Donnell, Thomas J (Interim)			1908	1½	3		850	
	Matthews, Jessie Edith (Interim)	M.A., Tor		1908	½	3			750
Arnprior	Mabee, George Elliott	B.A., Tor	Fr., Ger	1905	15		1,300		
	Ferguson, John (Interim)	B.A., Queen's		1908	3	8		1,100	

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1909.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Number of years' experience in a High School or Collegiate Institute.	Number of years in a Public School.	Salary. Principal.	Male Assistants.	Female Assistants.
							$	$	$
Arnprior.—*Con.*	Cummer, Elvina May			1908	3½	....	.....	.....	900
	Ward, Ada Louise .....(Interim)	M.A., Tor	Mods. and Hist.....	1908	.....	3	.....	.....	700
Arthur	Andrews, David.....	M.A., Queen's.....	Math	1908	4½	5	1,400	.....	.....
	MacGregor, Annie K.....(Interim)	B.A., Queen's.....	.....	1908	1½	1	.....	.....	900
	Howson, Bruce, F.....(Interim)	.....	.....	1908	1	3	.....	700	.....
Athens	McKinnon, Charles	B.A., Tor.....	Classics.....	1908	7½	3½	1,200	.....	.....
	MacKay, John Malcolm.....	B.A., Queen's.....	Math.....	1908	2½	7	.....	1,000	.....
	Burchell, James Edward ..(Interim)	.....	.....	1908	½	11½	.....	850	.....
	Bristol, Sadie Ketcheson ..(Interim)	B.A., Tor.....	Mods. and Hist	1908	½	....	.....	.....	800
Aurora	Davison, John H	M.A., B. Paed., Tor...	Math	1907	6	7½	1,050	.....	.....
	Graves, Bessie.....(Interim)	B.A., Western.....	.....	1908	½	1½	.....	.....	600
	Alexander, Nessie .....(Interim)	.....	.....	1908	½	4	.....	.....	600
Beamsville.....	Bruels, Ira Delos.....	B.A., Queen's	Science	1906	21	15	1,100	.....	.....
	Jenkins, Myrtle Mellaney	.....	.....	1905	4½	3½	.....	.....	575
Belleville.....	Colling, James.....	B.A., Tor.	Classics	1908	17	3	1,600	.....	.....
	Knight, William W.....	B.A., Queen's	Math	1892	20	5	.....	1,200	.....
	Whitely, Lester R.....	B.A., Tor	Mods. and Hist.....	1908	7	....	.....	1,200	.....
	McMillan, George .....(Interim)	M.A., Queen's	Science	1908	3	½	.....	1,250	.....
	Milburn, Edward Fairfax.....	M.A., Trin.....	.....	1870	38	....	.....	900	.....
	McNab, John Charles..... (Interim)	.....	Commercial	1908	.....	2½	.....	850	.....
Bowmanville ...	Elliott, John	B.A., Queen's.....	Math., Eng.....	1906	25	5	1,300	.....	.....
	Cameron, Archibald Rose.....	B.A., Queen's	Classics	1906	4½	....	.....	1,000	.....

	Follick, Thomas H.	M.A., Vic	Science	1908	18½	2	.....	1,000	.....
	Ward, Clara Anne	B.A., Tor	Mods. and Hist	1909	6	....	.....	.....	900
Bradford	Carefoot, George Andrew	B.A., Queen's	Science	1905	12	6	1,100	.....	.....
	Casselman, Colborne Lindsay (Int.)	....	.....	1907	1½	4½	.....	800	.....
	Conway, Irene E. (Interim)	.....	.....	1908	½	3	.....	.....	550
Brampton	Fenton, William J.	B.A., Tor	Classics	1894	18	1½	1,500	.....	.....
	Halnan, Lemen R.	M.A., Trin	Math	1905	5	3	.....	1,250	.....
	Gray, George Leishman (Interim)	B.A., Tor	Eng. Hist	1908	1	...	.....	1,000	.....
	Tuck, John Raphael (Interim)	M.A., Queen's	.....	1908	.....	5¾	.....	1,100	.....
	McVannel, Janet (Interim)	B.A., Tor	Mods. and Hist	1908	1	...	.....	.....	1,000
Brighton	Haviland, Hugh Johnston	B.A., Tor	Classics	1908	8	....	1,000	.....	.....
	Laird, Marie Ettie (Interim)	.....	.....	1908	1	3	.....	.....	700
Caledonia	Mitchener, James Lidney	B.A., McMaster	Science	1906	3	10	1,150	.....	.....
	McMahon, Frank Oliver (Interim)	B.A., Toronto	.....	1908	½	6	.....	850	.....
	Dunlop, Mary Jane (Interim)	B.A., Tor	.....	1908	½	....	.....	.....	750
	Campbell, Estella Kate	.....	.....	1905	3	1	.....	.....	600
Campbellford	Sexton, James H.	M.A., Queen's	Science	1907	12	9	1,300	.....	.....
	Hodgson, John Eastwood	M.A., Tor	Eng., Classics.	1906	13	....	.....	1,100	.....
	Boyes, Robert	.....	Math	1895	17	5	.....	1,000	.....
	Cornell, May B (Interim)	B.A., Tor	Mods. and Hist	1908	1½	....	.....	.....	800
Carleton Place	Rand, Wilfrid Erle	B.A., Tor	Math	1902	16	1	1,400	.....	.....
	Froats, Charles Willis (Interim)	M.A., Queen's	Classics	1908	1	5½	.....	1,100	.....
	McDonald, Neil	.....	.....	1891	18	6½	.....	900	.....
	McBride, Sara M.	.....	.....	1908	.....	....	.....	.....	700
Cayuga	Skeele, James Eton	B.A., Tor.	.....	1897	16	....	1,250	.....	.....
	Harvey, Martha Anne (Interim)	B.A., Tor.	Math	1907	3	.....	...	.....	950
	McCollum, A. Laura	.....	.....	1906	3	1½	.....	.....	550
Chesley	Luton, James T	M.A., Tor	Class	1905	10	5	1,300	.....	.....
	Campbell, John Duncan (Interim)	B.A., Tor	Math	1908	½	8½	.....	1,100	.....
	Longman, Edwin	.....	Math	1904	20	7	.....	900	.....
	Tompkins, Louise Harris (Interim)	B.A., Queen's	Mods. and Hist.	1906	2	1½	.....	.....	750
Colborne	Bellamy, Wesley	B.A., Vic.	.....	1892	19	3½	1,050	.....	.....
	Russell, Fannie Josephine	.....	.....	1906	2¾	4	.....	.....	650
Cornwall	MacLean, Allan Edmund	B.A., Queen's	Eng. Hist. (Interim), Fr., Ger.	1898	16	5	1,450	.....	.....
	Nugent, James	.....	.....	1884	27½	6½	.....	1,150	.....

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1909.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years' experience in a High School or Collegiate Institute.	No. of Years in a Public School.	Salary.		
							Principal.	Male Assistant.	Female Assistant.
							$	$	$
Cornwall.—*Con.*	Crewson, Joseph W	B.A., Vic	Classics	1888	19	8	.....	1,100	.....
	Fetterly, Hiram B	M.A., Queen's.	Science	1904	4½	10	.....	1,300	.....
	Birchard, Alexander Fraser	.....	Commercial	1898	14	12	.....	950	.....
	Norris, Arthur David.....(Interim)	B.A., Tor	.....	1907	2	7	.....	900	.....
	Wegg, Charlotte Sophia	B.A., Tor.	.....	1906	4	....	.....	.....	850
	Healey, Rose Etta	B.A., McGill	.....	1906	2	....	.....	.....	800
Deseronto	Whyte, Robert	B.A., Tor	.....	1896	13	4	1,200	.....	.....
	McEachran, Mary	B.A., Queen's	.....	1906	2½	7	.....	.....	800
	Morden, Frances Dagmar	B.A., Tor.	.....	1907	2½	2	.....	.....	800
Dundas	Saunders, William Robert	B.A., Queen's	.....	1903	8½	4½	1,200	.....	.....
	Rae, William A.....(Interim)	B.A., Tor.	Classics	1908	½	....	.....	1,000	.....
	Watson, Annie.....(Interim)	.....	.....	1907	1½	9	.....	.....	650
Dunnville	Auld, Charles	B.A., Tor.	Math	1907	14	....	1,300	.....	....
	Cowles, John P.....(Interim)	B.A., Queen's	.....	1908	1½	5½	.....	1,150	.....
	Saunders, Charlotte Anne	B.A., McMaster	Science	1906	4	1	.....	.....	1,150
	Foster, Jessie	B.A., Queen's	Fr., Ger.	1907	8	....	.....	.....	850
Dutton	Liebner, Ernest O	B.A., Queen's	Science	1907	15½	....	1,250	.....	.....
	McCutcheon, Elsie Leona F. (Interim)	B.A., Tor	Classics	1908	½	....	.....	.....	700
	Ovens, Winifred Ethel Lloyd (Inter)	B.A., Western	.....	1908	½	....	.....	.....	550
	Cole, Addison	B A., Tor.	.....	1908	7	....	.....	700	....
Elora	Pugsley, Edmund	B.A., Vic.	Science	1907	18	....	1,100	.....	.....
	Blyth, Sara	.....	.....	1905	3½	7	.....	.....	700
	McQueen, Rose J	.....	.....	1908	4½	1	.....	.....	600

Essex	Maclean, Godwin	MA., Tor	Math	1908	16	1½	1,300		
	Carter, Florence Victoria	B.A., Tor	Mods. and Hist	1908	2				800
	Hofford, George William (Interim)	B.A., Queen's		1908	1	5		1,000	
	Hicks, Retta M			1908	1	2			550
	McKenny, Angus	B.S.A., Tor	(Agriculture Instructor)	1907	2			1,200	
	Lewis, C. E	B.A., Acadia, B.S.A., Tor	(Agriculture Instructor)	1908	1			800	
Fergus	Perry, Peter	M.A., Tor	Classics	1908	31		1,100		
	Van Alstyne, Susan A. (Interim)	B.A., Tor	Math	1908	1	3			900
	Smith, Gladys Hübner (Interim)			1908					700
	Smith, Louisa (Interim)			1908					700
Forest	Andrews, Robert T	B.A., Tor	Classics	1908	4	14	1,000		
	Williams, Albert			1906	4	5		900	
	Wright, Ola (Interim)			1907	1½	2			700
Fort William	Hamilton, William John	B.A., Queen's	Science	1907	8	15	1,800		
	Wood, Elmore Everton,	B.A., McMaster	Math	1902	7½			1,400	
	Calhoun, Alexander	M.A., Queen's	Classics	1906	2½			1,400	
	Parlee, Edith		Commercial	1908	14½	10			1,000
	Grant, Christina Cameron	B.A., Tor	Mods. and Hist	1908	6½	9			1,000
Gananoque	Graham, Robert George	B.A., Vic	Math	1894	17½		1,500		
	Milne, Thomas Fred		Commercial	1907	3	5½		1,000	
	Ewing, Florence May	B.A., Queen's		1907	4½	2			900
	Mulloy, Lulu Eugenia, (Interim)			1909		5			900
Georgetown	Coutts, Richard David	B.A., Tor	Classics	1897	11½	3	1,200		
	Cantelon, John Wilfred	M.A., Tor	Math	1906	2½	4		1,000	
	Bielby, George Henry (Interim)	B.A., Tor		1907	1½	7		975	
	Watson, Agnes Myrtle (Interim)			1908	1	2½			600
Glencoe	Foucar, Walter K	M.A., Tor	Eng., His., Fr., Ger	1905	13½		1,150		
	Johnson, Leah Bedena (Interim)	M.A., Tor	Math	1907	1½				900
	Warren, Winifred (Interim)			1909	2½				500
	Dufton, Lena Irene (Interim)	B.A., Tor	Classics	1909					500
Gravenhurst	McNab, George Gibbon	M.A., Queen's	Math	1907	5	5	1,200		
	Hally, Isabel O (Interim)	B.A., Tor		1908	½				600
	Broughton, Clara Elizabeth			1906	3	½			525
Grimsby	Harrison, Charles W	M.A., Vic		1894	23		1,000		
	Strang, Rose Innis			1901	11				750
	De La Mater, Magdaleine, (Interim)			1908	1	1½			550

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1909.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years' experience in a High School or Collegiate Institute.	No. o years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Hagersville.....	Roberts, Thomas Henry	B.A., Tor	.....	1908	8	9½	1,000	.....	.....
	Wright, Robert	.....	.....	1896	13	4	.....	825	.....
	Hind, Edith J.....(Interim)	.....	.....	1907	1½	3½	.....	.....	625
Harriston.....	Donaldson, William	B A., Tor	Science	1905	11	5½	1,100	.....	.....
	Elliott, Henry E. .....(Interim)	B.A., Queen's	.....	1908	½	3	....	900	.....
	Gearin, Loretto Carmel....(Interim)	B.A. Tor	Mods. and Hist	1908	1½	....	.....	.....	700
	McCallum, Kathleen .....(Interim)	B.A., Tor	.....	1909	2	3	.....	.....	600
Hawkesbury,...	Asselstine, Robert Whiting.....	B.A., Queen's.....	.....	1907	7	3	1,200	.....	.....
	Higginson, Maria Adelaide.....	.....	.....	1897	11	2½	.....	.....	700
	Campbell, Charlotte Elizabeth (Inter)	.....	.....	1908	.....	1	.....	.....	600
Iroquois	Truscott, Samuel Alfred	M.A., Queen's.....	Math	1908	3½	7	1,300	.....	.....
	Hicks, Frederick M. .....(Interim)	.....	.....	1908	3½	2½	.....	1,000	.....
	Rose, Marion H	.....	Fr., Ger	1898	14½	4	.....	.....	800
	Connor, Grace L.....(Interim)	M.A., Queen's.....	Classics	1906	2½	....	.....	.....	775
	Berney, Laura J. .....(Interim)	B.A., Queen's	.....	1908	1½	....	.....	.....	700
Kemptville	Nelson, John.....	B.A., Queen's	Math	1907	16	4	1,100	.....	.....
	Percy, Herbert Algernon..(Interim)	.....	.....	1908	.....	2	.....	1,000	.....
	Cowan, Margaret Taylor...(Interim)	B.A., Tor	Classics.....	1906	2	....	.....	.....	850
	Keegan, Joseph D.....	.....	.....	1905	3	13	.....	750	.....
	Layng, Lillian Isabel. ....(Interim)	M.A., McMaster	Mods. and Hist	1907	1	....	.....	.....	650
Kenora.....	Wilson W. Asbury	B.A., Queen's	.....	1903	9½	....	1,500	.....	.....
	Berlanquet, Hugh Smith.....	B.A., Queen's	Classics.....	1907	5	....	.....	1,300	.....
	Bibby, Marie Victoria	B.A , Tor	Mods. and Hist	1908	4	....	.....	.....	1,000

Kincardine	Perry, Samuel Walter	B.A., Vic	Classics	1890	27		1,400		
	Norris, James C	M.A., Queen's	Math	1908	17	3		1,200	
	Flock, Frank Arthur (Interim)	B.A., Tor	Science	1907	1½	2½		1,100	
	Teskey, Kathleen	M.A., Queen's	Mods. and Hist.	1905	3½				900
	Sweet, Fred. George (Interim)			1907	1½	2½		700	
Leamington	Brown, George Allen	B.A., Tor	Math	1908	2½	2	1,200		
	Cohoon, James Wilfred (Interim)	M.A., Tor		1908	½	1½		1,000	
	Stewart, Etta Murray	B.A., Tor	Eng., Fr., Ger	1907	11				850
	Campbell, George Alex (Interim)		Science	1908	½	12		1,000	
Listowel	Nichol, William Wallace	B.A., Tor	Math	1898	10¾	1½	1,250		
	Ramsay, William	B.A., Queen's	Classics	1905	4½	6		1,100	
	Feasby, William James (Interim)	B.A., Queen's	Fr., Ger	1908	½	5		900	
	Preston Ethel Ada			1907	3½	1			650
Lucan	Stoddart, Robert	B.A., Tor	Classics	1908	13	¼	1,300		
	Tuke, William H (Interim)			1905	3½			1,000	
	Dearness, Jean M	B.A., Western		1906	2½				800
	McMillan, Hughanna (Interim)	B.A., Western		1908	½				600
Madoc	Watson, Alexander H	B.A., Tor		1889	26	3	1,200		
	Leighton, Edna C			1907	4½	2			850
	Tuer, Margaret (Interim)			1907	2	5			600
Markham	Reed, George Henry	M.A., P. Pæd., Tor	Classics	1890	20	4	1,200		
	White, Robert Oliver (Interim)		Math	1908	1½			1,000	
	Smith, Annie Maria	B.A., Tor		1908	4	½			600
	Mackintosh, Helen C (Interim)	M.A., Queen's	Fr., Ger	1908					675
	Clark, Bruce W (Interim)			1908				800	
Meaford	Cornwell, John Leslie	B.A., Tor	Math	1900	22		1,400		
	Dundas, Arthur A	B.A., Tor		1897	12	2		1,100	
	Johnson, George Stephen (Interim)	B.A., McMaster	Science	1907	1½			1,000	
	Stewart, Kate L (Interim)	B.A., Tor	Eng. and Hist.	1907	1½	½			900
	Hammond, John Edgar (Interim)		Commercial	1906	2½	3		850	
Midland	Simpson, Ernstein	B.A., Tor	Math (Interim)	1904	6½	3	1,400		
	Glass, William Arthur	B.A., Tor		1904	6	1½		1,200	
	Ferguson, Thos. Roderick (Interim)	M.A., Queen's	Math	1908	1	4		1,000	
	MacVannell, Margaret C (Interim)	B.A., Tor		1908	1				700
Mitchell	Morrow, John D	B.A., Tor	Classics	1905	12½		1,200		
	Amoss, Harold E (Interim)	B.A., Queen's, B. Pæd., Tor		1907	1½	8		1,000	
	Clifford, Margaret (Interim)	M.A., B.Pæd., Queen's	Eng. and Hist.	1907	1	6			750

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1909.—*Continued.*

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							$	$	$
Mount Forest	Brethour, John Henry	B.A., Vic	Classics	1891	28	5	1,200		
	Speirs, Thomas E. (Interim)	B.A., Tor	Math	1907	1½	3		950	
	McGregor, Robert Lee (Interim)			1908					
	Gilray, Roberta Gibson (Interim)	B.A., Tor		1908	½			800	
									500
Newburgh	Denyes, James Malcolm	B.A., Queen's	Fr., Ger	1907	10½	3	1,100		
	Grose, Annie R.			1908	3½	6½			750
	Ireland, Franklin N. (Interim)	B.A., Manitoba		1908	3	4		850	
Newcastle	Galbraith, William James	B.A., Trin	Fr., Ger	1908	25	12	1,000		
	Corry, Ray Laura (Interim)	B.A., Trin		1908	2				600
Newmarket	Coombs, Albert Ernest	M.A., B.Pæd., Tor.	Classics	1899	16½		1,200		
	Hollingshead, John Edwin			1884	24	2½		900	
	Lawr, Waldon			1906	3	5		900	
	Arthur, Nellie (Interim)	B.A., Queen's	Mods. and Hist.	1909		3			600
Niagara	Wright, William Jonathan	M.A., Tor.	Classics	1904	7½	3½	900		
	Eby, Winifred Mora (Interim)			1908					525
Niagara Falls South	Fitzgerald, Eliza S.	M.A., Queen's	Classics	1904	24		1,200		
	Myer, Albert W.	M.A., Tor	Math	1908	14½			1,100	
	Dawson, Margaret (Interim)		Commercial	1907	1½	1½			500
	Vandershrys, Charles		(Drill Instructor)	1908					
North Bay	Girdwood, Arthur Reginald	B.A., McMaster	Math	1904	5½		1,400		
	Barr, Janet	B.A., Queen's		1902	13	1			1,000
	McEachern, John Gillespie. (Interim)	B.A., Queen's		1908		4		1,150	
	Drewry, Mabel (Interim)			1908		3			800

Norwood	Barron, Robert Armour	B.A., Tor	Classics, Fr., Ger., Eng	1908	26½	5	1,150	
	Ford, Hellen Douglas (Interim)			1908	2	½		700
	Trout, Agnes (Interim)			1908	½	6		525
Oakville	Lillie, John Turner	B.A., Vic	Classics	1905	21		1,300	
	Hobbs, Thomas	B.A., Tor	Math	1906	6½	5½	950	
	Pierce, Ada E	B.A., Queen's		1906	3½	1½		800
Omemee	Jardine, William Wilson	B.A., Tor		1898	28	9½	900	
	Harvey, William Blakely			1902	27	13	750	
Orangeville	Steele, Alexander	B.A., Tor	Eng., Math., Hist	1879	32		1,500	
	Calvert, Joseph Fletcher	M.A., McMaster	Science	1906	4	1½	1,000	
	Hutchinson, May Riordan			1904	6	6		700
	Strang, Grace Masson (Interim)	B.A., Tor	Mods. and Hist	1907	2½			800
	Osgoode, Joseph Arthur	B.A., Queen's	Classics	1908	2½	1	900	
Oshawa	Smith, Lyman C	B.A., Vic	Classics, Eng., Hist	1882	31	2	1,400	
	Stevenson, Louis	B.A., Vic	Math., Science	1902	16	3	1,200	
	Courtice, Samuel J	B.A., Tor	Math	1908	8½	6	1,200	
	McConkey, Cath. M. R. (Interim)	B.A., Queen's	Fr., Ger	1907	3½			800
	Cruickshank, Libbie			1908	3⅓	5		850
Paris	Bell, Walter N	B.A., Tor	Classics	1898	18		1,500	
	Williams, Edna Jane (Interim)	B.A., Tor		1907	1½			875
	Cunningham Eva Gertrude	B.A., Tor		1906	4½			750
	Wilkinson, James Egerton		Commercial	1908	2½	2	900	
Parkhill	Fairchild, Austin H	B.A., McMaster	Math	1908	4½	5	1,300	
	Guest, Emily Jane	M.A., Tor	Eng., Hist	1901	7½			900
	Hotson, Aletha L (Interim)	B.A., Tor		1908	1½	1		700
	Newton, Helen A (Interim)			1908	½	½		600
Pembroke	Ross, Ralph	B.A., B. Pæd., Tor.	Classics	1895	21		1,400	
	Cornell, Maurice Leo (Interim)	M.A., Queen's	Math	1908	1		1,100	
	Dickson, Jean G (Interim)	B.A., Tor	Mods. and Hist	1908	2			850
	Sine, Frederick	M.A., B.Sc., Queen's		1909	3	5	1,200	
Penetanguishene	Keefe, Reuben Daniel	B.A., Tor		1907	6⅓		1,200	
	Close, Frank David		Science	1907	12	2½	900	
	Seery, Winifred			1906	2⅓	4		600
Petrolea	Clyde, William	M.A., Queen's		1888	22	1	1,050	
	Hills, Minnie	B.A., Tor	Math	1903	7			1,000
	Hagan, James William	M.A., Queen's		1906	4	5	1,000	

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1909.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years' experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary. Principal.	Male Assistants.	Female Assistants.
							$	$	$
Picton	Dobson, Robert	B.A., Vic	Math	1880	45	3½	1,300		
	Dolan, John Henry	B.A., Queen's	Classics	1899	10			1,200	
	Gilchrist, Dugald A	B.A., Tor	Eng., Hist	1905	3½	7		1,200	
	Bigg, Edmund Murney	M.A., Tor	Science	1906	32			1,100	
	Gibson, Ethel	B.A , Tor	Mods. and Hist	1907	3½				900
	Mallory, Bertha (Interim)		Commercial	1909	1½	11			850
	Winslow, Roy Maywood	B.S.A., Tor	(Agriculture Instructor)	1909				1,200	
Plantagenet	*Walsh, John C	B.A., Ottawa		1907	2½		1,000		
	McIntyre, Lizzie E (Interim)			1907	2	3			525
	McGurn, Mary A (Interim)			1909		½			500
Port Arthur	Howell, William B. L	B.A., Tor	Classics	1904	12		1,650		
	Cranston, David Loudon	B.A., Tor	Math	1907	5½			1,400	
	Aitchison, Belle			1903	14	3			1,000
	Forbes, William Brownie		Science	1908	13	1		1,200	
Port Dover	Liddy, William R	B.A., Tor	Science	1897	12	4½	1,000		
	Macdonald, Daisy Pugsley (Interim)	M.A., Tor	Mods. and Hist	1908	½				600
Port Elgin	Bald, William Francis	B.A., LL.B., Tor	Classics	1907	13	3	1,300		
	Innes, Alexander R			1892	20	6		900	
	Loggie, Lillian Matilda (Interim)			1908	1	1			600
Port Hope	Snider, Egerton Eber	B.A., Vic	Math	1908	18	2	1,500		
	Morgan, John James	B.A., Tor	Science	1905	13	3		1,300	
	Trench, Wm. Wycliffe Anson	B.A., Tor	Classics	1908	4½	5		1,200	
	Williams, Mary Isabel	B.A., Queen's	Mods., Eng. and Hist	1908	2½				850
	Smith, Kathleen Edith (Interim)	B.A., Tor		1908	½				700

Port Perry	McBride, Dugald	B.A., Vic	Classics, Math	1871	37	4	1,300		
	Stone, George			1883	27	4		1,000	
	Philp, L. Madeline (Interim)			1908	½	3			550
	Fydell, Melvin R (Interim)			1908	½	3½		700	
Port Rowan	Davidson, Hugh	B A., Tor		1908	23	2	1,000		
	Parker, Elizabeth Bethune (Interim)	B.A., Man		1908					500
Prescott	Kerfoot, Horace Watson	B.A., Queen's		1907	4	11	1,200		
	Leighton, Robert Henry			1907	7	19		1,000	
	Weese, Williametta (Interim)	B.A., Queen's		1906	2½	3½			800
	Rodgers, Bertha May (Interim)			1908	1	2½			600
Richmond Hill	Witheril, Ebenezer Rufus	B.A., Queen's		1908	15	20	1,050		
	Graeb, Mabel Maclean (Interim)	M.A., Tor	Mods. and Hist.	1908					700
	Scanlon, Mary Greenfield (Interim)			1908		2½			450
Rockland	O'Hagan, Thomas	B.A., Ph.D., Ottawa		1908	8½	10	1,100		
	Sweeney, Agnes Calvary			1905	3½	3½			650
	Eby, Florence Mary	B.A., Tor		1908	4½				650
Sault Ste. Marie	Race, Wilfred Ballantyne	B.A., Queen's	Mods. and Hist.	1904	16		1,800		
	Rudlen, George William	B A., Tor	Math	1904	10½			1,200	
	Williams, Lorne Joseph	B.A., Queen's		1906	9	2½		1,175	
	Harkness, Mary Dell (Interim)	M.A., Queen's		1907	2	6			900
	Clayton, Vivian Emily	B.A., Man	Commercial	1908	2½	1½			950
	Jenkins, Thomas H		(Manual Training Instr.)	1908				1,000	
Simcoe	Christie, James Douglas	B.A., Tor	Eng., Fr., Ger.	1889	30		1,300		
	Might, Lincoln	M.A., Queen's	Science	1905	15	3		1,100	
	Lingwood, Frederick H	M.A., B. Pæd., Trin., B.A., Lon., Eng	Classics	1904	16			1,100	
	Hutchison, Robert A	M.A., Queen's	Math	1906	3	6		1,100	
	Goodland, Alma (Interim)		Commercial	1907	2	11			700
Smith's Falls	Rose, Robert Chas	B.A., Tor	*Math	1907	17	3½	1,400		
	Anderson, Wm. George	B A., Tor	Eng., Hist. (Interim), Classics	1907	7½	3½		1,250	
	MacLaurin, Peter Crawford	B.A., McMaster	Science	1907	4			1,250	
	Lunny, Rosemary	B.A., McGill		1904	4½				900
Smithville	Tremeer, James	B.A., Vic	Classics	1908	21	3	1,200		
	Hill, Mary Alpena			1902	6¾	3¾			600
Stirling	Kennedy, George E	B.A., Vic	Science	1893	16	4	1,100		
	Stothers, Minerva Evelyn (Interim)	B.A., Queen's		1907	1½				700
	Scott, Carrie Lillian (Interim)	B.A., Queen's		1908	½				550

*Permit as Principal.

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1909.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists	Date of appointment.	No. of Years' Experience in a High School or Collegiate Institute.	No. of Years in Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Streetsville	Cameron, Aldis W.	B.A., Tor.	Eng., Hist.	1898	15½	....	1,050	.....	.....
	Clipperton, William Henry (Interim)	.....	.....	1908	½	....	.....	700	.....
	Fisher, Edna B. V. (Interim)	.....	Commercial	1908	1½	1	.....	.....	550
Sudbury	Davidson, John	M.A., LL.B., Tor.	Classics	1908	28	3	1,500	.....	.....
	Adie, Jessie Morton (Interim)	B.A., Tor.	Mods. and Hist.	1908	1½	....	.....	.....	1,000
	MacKenzie, Eva Florence (Interim)	.....	.....	1908	1¾	10½	.....	.....	900
Sydenham	Reid, Marvin Ryckman	M.A., Queen's	Science	1907	9¾	5½	1,200	.....	.....
	DeCou, Nellie (Interim)	B.A., Tor.	Fr., Ger.	1907	2½	2½	.....	.....	800
	Baker, Sarah Jane	.....	.....	1907	2½	3½	.....	.....	725
	Dunlop, Florence (Interim)	B.A., Queen's	Eng. and Hist.	1908	½	1	.....	.....	750
Thorold	Pentland, George E.	M.A., Queen's	Math. (Interim)	1908	2	10	1,100	.....	.....
	Neelands, Clarence F. (Interim)	.....	.....	1908	½	1	.....	750	.....
	Chandler, Pearl E. (Interim)	B.A., Queen's	.....	1909	.....	2	.....	.....	600
Tillsonburg	Minns, James Edward	B.A., Vic.	Science, Math.	1904	17	3	1,400	.....	.....
	Kidd, Wm. Livingstone	.....	.....	1905	4	10	.....	900	.....
	Hindson, Hilda Mary	.....	Commercial (Interim)	1908	4	6	.....	.....	700
	Solmes, Harriette Mary (Interim)	B.A., Queen's	.....	1908	1	1½	.....	.....	700
Toronto, East	French, Fred William	B.A., Tor.	Classics	1903	18	....	1,500	.....	.....
	Graham, Louis Hartley	M.A., Tor.	Science	1903	9	5	.....	1,100	.....
	Barr, Lydia	B.A., Tor.	.....	1908	16	....	.....	.....	800
	Wilkinson, Amy Florence (Interim)	.....	.....	1907	1½	4	.....	.....	650
Toronto, North West	Cox, John Loane	B.A., Tor.	Math.	1908	30	....	2,600	.....	.....
	Jewett, Albert Edward	B.A., Queen's.	Science	1908	21	3½	.....	1,500	.....

	Thompson, John Frederick	M.A., D. Paed., Tor.	Classics	1908	10	1½	1,500		
	Clarke, Frederick Hall	B.A., Tor.	Eng., Hist., Fr., Ger.	1908	13		1,600		
	Irwin, Herbert William	B.A., Tor.	Mods. and Hist.	1908	6½		1,500		
	Kennedy, Thomas	M.A., Queen's.	Math	1908	9	2¾	1,500		
	Horton, Charles William	B.A., Queen's.	Eng., Hist.	1908	13	7½	1,500		
	Ketcheson, Florence Blanche (Interim)	B.A., Tor.	Eng., Hist., Fr., Ger.	1908	3			1,400	
Toronto, Riverdale	Crawford, Henry Job	B.A., Tor.	Classics	1907	24		2,700		
	Moore, James Rosington	M.A., Queen's.	Science	1907	10	½	1,600		
	Wren, John Stewart	B.A., Tor.	Math	1907	10		1,600		
	Ferguson, Wm. Chalmers	B.A., Tor.	Eng., Fr., Ger.	1907	18		1,600		
	Willson, Alice M	B.A., Tor.	Fr., Ger.	1908	5	4		1,500	
	MacDonald, Wilbert Lorne	B.A., Tor.		1908	3½	1½	1,300		
Toronto, Technical	Eldon, Robert Henry	B.A., Queen's.	Math., Com.	**1904	17	7	2,700		
	McBean, John Wm.	B.A., Tor.		1902	6		1,800		
	Warren, James McIntosh	B.A., Tor.	Math	1903	14½		1,800		
	Kirkland, William Stuart	M.A., Queen's.	Science	1903	12½	1	1,750		
	Ward, William	B.A., Queen's.	Com.	1906	14	5	1,600		
	McPherson, Walter Ernest	B.A., Tor., LL.B., Qu's	Eng., Hist., Fr., Ger.	1904	12½		1,600		
	Wilson, William James	B.A., Tor.	Science (Interim)	1902	6½		1,500		
	Baird, William		Com.	1903	6	4	1,500		
	Rutherford, William Herbert	M.A., Tor.	Math	1904	5½		1,500		
	Rundle, John Ashton			1904	4½	18½	1,500		
	Tennant, Isabella Leathern	B.A., Tor.	Mods. and Hist.	1904	7½			1,500	
	Downey, Helen Elizabeth	B.A., Tor.	Mods. and Hist.	1904	8			1,500	
	Wood, Frank Herbert	B.A., Tor.	Math	1905	3½		1,500		
	Edward, Wesley Grafton		Com.	1907	3½	1	1,400		
	Bailey, Joseph James			1907	4½	5½	1,400		
	Joliffe, Ernest Howard (Interim)	B.A., Tor.	Science	1908	½	2½	1,300		
	Peake, Charles Nicholson		(Instructor in Drafting)	1898			1,500		
	†Hahn, Gustav		(Instructor in Design)	1902			1,000		
	†Banks, John Lisney		(Instructor in Modelling)	1906			600		
	†Mackenzie, John Alexander		(Instructor in Architecture)	1906			550		
	†Hahn, Emanuel		(Instructor in Freehand)	1907			720		
	Davidson, Margaret Mary		(Instructor in Household Sci.)	1902				1,500	
	DeLaporte, Marie Annette		do	1907				750	
	Murray, Isabel	B.A., Columbia.	do	1908				750	
	†Maynard, Carman Moses		(Instructor in Freehand)						
	‡Dewar, Angus		(Instructor in English)						

** Dates of appointment to the school which became a High School in 1904.
* Includes experience in this school previous to 1904.
† Part time teacher—Day and Evening Classes.
‡ Part time teacher—Day only.

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1909.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of Years' Experience in a High School or Collegiate Institute.	No. of Years in Public School.	Salary. Principal.	Male Assistants.	Female Assistants.
							$	$	$
Toronto, Technical.—*Continued.*	§Edwards, Emma May		(Instructor in Household Sci.)						
	§Graham, Helen Seymour	B.A., Tor.	do						
	§Graham, Wilmot Alvin	M.D.	do						
	§Coles, Evelyn Stadacona		(Instructor in Household Art).						
	§Shanley, Frances Elizabeth		do						
	§De Laporte, Edith Winnifred		do						
	§Shanly, Elinor Annette		do						
	§Ronan, Gladys		(Instructor in Freehand)						
	§Carscallen, Hobart Rodney		(Instructor in Drafting)						
	§Le Pan, Arthur D'Orr	B.A. Sc.	do						
	§Hogg, Thomas Henry	B.A. Sc.	do						
	§Kinghorn, Andrew Alexander	B.A. Sc.	do						
	§Richardson, Lorne Norris	M.A.	(Instructor in Physics)						
	§Wood, Elvin Morley	B.A. Sc.	do						
	§Rumble, Isaac Albert (Interim)		Math., Com., (Instr. in Math.)						
	§Blackwood, William Cameron		(Instructor in Math.)						
	§Styles, John Alexander	B.A. Sc.	do						
Trenton	Ingall, Elmer Ellsworth	B.A., Tor.	Eng., Hist (Interim)	1895	18	5½	1,300		
	Ashall, Frances Mabel (Interim)	B.A., Tor.	Math	1907	1½				850
	Pattee, Mrs. Ada		Eng., Hist	1889	21				850
	White, Minerva Margaret			1906	2½	11			700
Uxbridge	Smillie, Robert	B.A., Tor.	Math	1907	6	2	1,100		
	Miller, Everton A. (Interim)	M.A., McMaster	Classics	1908	1	3		1,000	
	MacArthur, Christina M.			1907	13	3			625
	Jeckell, Laura M. (Interim)			1908	1	2			600
Vienna	Bonis Henry	B.A., Tor.	Classics	1905	18½	1	850		
	Wheelton, Leonard (Interim)			1907	1½	2		600	

Walkerton	Morgan, Joseph	M.A., Tor.	Classics	1881	27		1,300		
	Harstone, John C.	B.A., Tor.	Math	1908	27			1,000	
	McGregor, Margaret C. (Interim)	B.A., Tor.		1908	1½	1½			700
	Hone, Arthur D. (Interim)			1908	½	1½		850	
Wardsville	Dickey, Mary Ada	B.A., Tor.	Mods. and Hist.	1906	6		800		
	Caverhill, Elsie M. (Interim)			1908		2			525
Waterdown	Campbell, Alexander	B.A., Tor.	Math	1908	18	3	1,000		
	Jackson, Katharine May (Interim)	B.A., Tor.		1908	½	1			700
	Ryerson, Catherine G. S. (Interim)	M.A., Tor.	Science	1908	1				450
Waterford	Hume, John Patterson	B.A., Queen's	Science	1906	17		1,200		
	Zavitz, Arthur Stanford			1906	2	3		850	
	Faint, Pearl Blanche (Interim)	M.A., Tor.	Mods. and Hist.	1908	½				600
Watford	Potter, Charles	B.A., Tor.	Math	1892	24	5	1,200		
	McLeod, Lola (Interim)	B.A., Queen's		1907	2½				650
	Mitchell, Blanche H. (Interim)			1907	2	4			600
Welland	McCuaig, Herbert M.	B.A., Queen's		1891	24		1,300		
	McNiece, James	B.A., Tor.	Science	1896	13	3		1,200	
	Thomson, Helen (Interim)	B.A., Tor.		1908		3			800
	McKenna, Leone Helen (Interim)	B.A., Tor.	Mods. and Hist.	1908	1½				600
	Brennan, Jennie L. (Interim)			1906	2½	5			600
Weston	Campbell, Archibald Louis	M.A., Queen's	Math (Interim)	1906	14	10	1,200		
	Hawkins, Maud Mary	B.A., Tor.	Mods. and Hist.	1904	8				850
	Allingham, Thomas David. (Interim)	M.A., Tor.	Eng. and Hist.	1909	1½	17		1,000	
Wiarton	Bell, John J.	B.A., Tor.		1909	23	1	1,300		
	McDougall, Isabella J.	B.A., Tor.	Eng., Hist., Fr. and Ger.	1906	2½	3			850
	Case, H. James (Interim)			1907	2	13		900	
Williamstown	Elliott, Thos. E.	B.A., Tor.	Eng., Fr., Ger.	1909	21		1,400		
	Freeze, Helen Louise (Interim)	B.A., McGill		1908	1				900
	Patterson, Harriett (Interim)	B.A., Queen's		1907	1½				800
Wingham	Taylor, John Andrew	B.A., Queen's	Science	1906	10	3	1,500		
	Workman, James George	B.A., Tor.	Math	1906	3	1		1,100	
	Smith, John Charles (Interim)	B.A., Queen's	Classics	1907	3	3		1,000	
	Dadson, Helena (Interim)	B.A., Queen's	Mods. and Hist.	1908	2	9			750
	Anderson, Beatrice E. (Interim)			1908		3			525

§ Part time teacher—Evening only.

SUMMARY, JANUARY, 1909.

Number of Schools, Sex of Teachers, and Percentages.

Collegiate Institutes	42
High Schools	103
Total	145
Increase for the year	1

Teachers.

Gentlemen	537
Ladies	258
Total	795
Increase for the year	45

Percentages.

January, 1909...	Gentlemen, 67.55;	Ladies, 32.45
January, 1908...	" 69.46;	" 30.53
January, 1904...	" 78.8 ;	" 21.2

Number of Teachers.

Collegiate Institutes.

Principals	42
Assistants	347
Total	389
Increase for the year	17

High Schools.

Principals	103
Assistants	303
Total	406
Increase for the year	28

Grand Total.

Principals	145
Assistants	650
Grand Total	795
Increase for the year	45

Salaries.

Collegiate Institutes.

Highest salary	$3,500
Average " Principals	1,791
" " Assistants	1,214
Average Salary	$1,276
Increase for the year	$29

High Schools.

Highest Salary	$2,700
Average " Principals	1,283
" " Assistants	913
Average Salary	$1,007
Increase for the year	$40

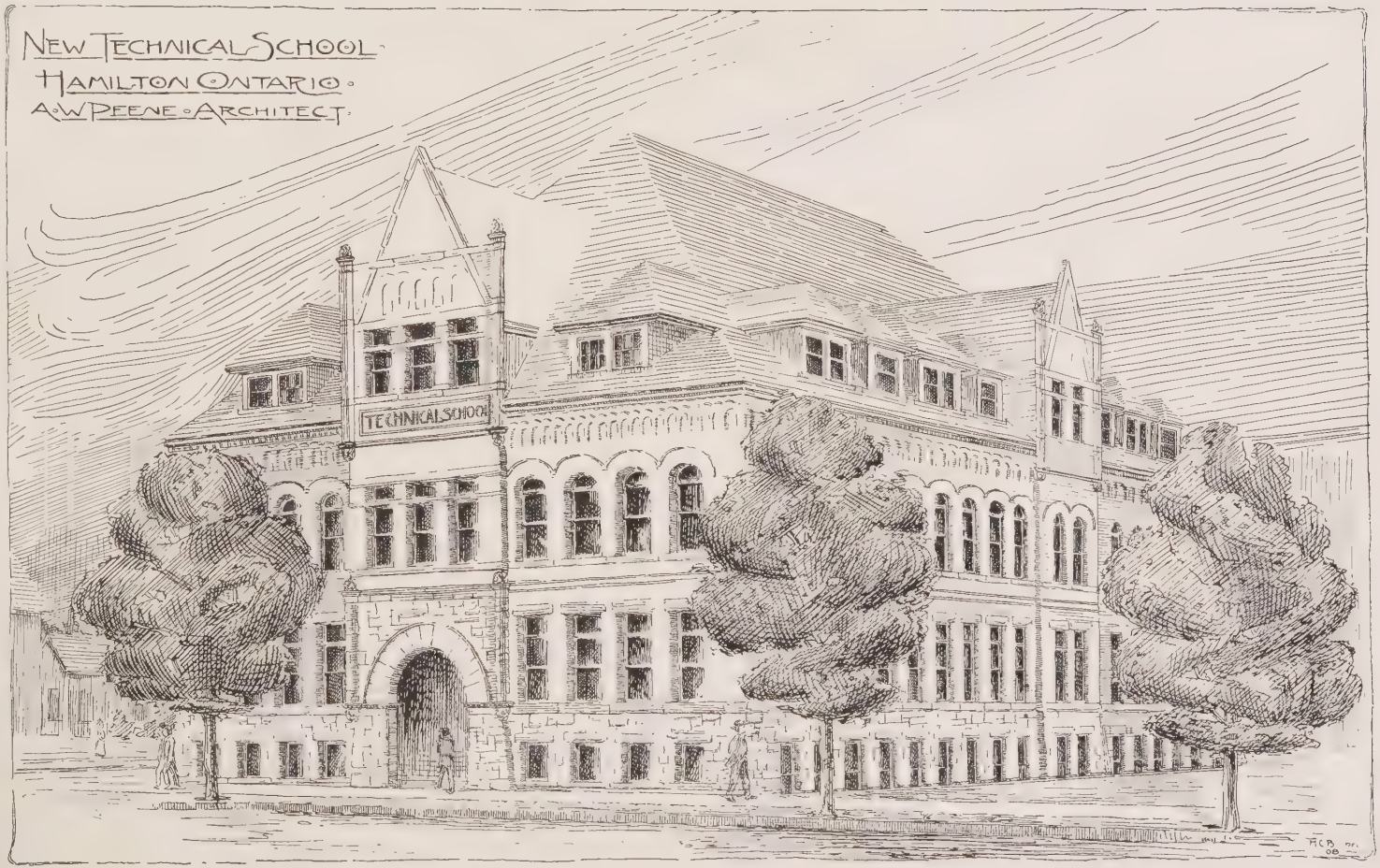
Collegiate Institutes and High Schools.

Highest Salary	$3,500
Average " Principals	1,430
" " Assistants	1,074
Average Salary	$1,139
Increase for the year	$34
Average salary, Men Assistants	$1,224
" " Women "	841
Increase for the year, Men	$50
" " " Women	26

University Graduates, Specialists, etc.

Collegiate Institutes and High Schools.

Graduates	588
Non-Graduates	207
Percentage of Graduates	73.96
Percentage of Non-graduates	26.04
Interim Certificates	215
Specialists	421
Interim Specialists	104
Percentage of Specialists and Interim Specialists	66.04
Percentage of Non-specialists	33.96



Hamilton Technical Institute.

APPENDIX U.—REPORT OF THE INSPECTOR OF TECHNICAL EDUCATION.

Hon. R. A. Pyne, M.D., M.P.P., LL.D.,
Minister of Education,
Education Department, Toronto.

Sir,—I have the honour to submit herewith my eighth annual report on Technical Education, including Manual Training, Household Science, and Art Instruction as carried on in the schools of Ontario during the year ending 31st December, 1908.

In my last report a new departure was made, to some extent, in having it very fully illustrated, in order to give a more vivid idea, than is possible in words only, of the work being done in the various centres in different parts of the Province.

The wisdom of the course adopted, though entailing a vast amount of labour, has been entirely justified by the results. The illustrations there given have been largely used to stimulate interest, to arouse the inventive faculty, to give the students a broader outlook of the meaning of the work, and to lessen to some extent the conceit of those schools and teachers who are inclined to look upon their own particular forms as the best and only work of its kind worth doing.

Local pride has also been aroused and the interest of the parent and taxpayer stimulated. Even in places where Manual Training and Household Science have been in operation for several years there are still to be found many people who are ignorant of the kind of work being done, and even some who are totally unaware that these subjects are taught in their schools.

Applications for copies have been received not only from every part of the Dominion but from many foreign countries. Many journals have noticed it favourably and requests for the loan of various illustrations contained therein, to illustrate magazine and newspaper articles, have been more numerous than could be complied with. The Grand Trunk Railway Company is using some of the illustrations for the purpose of advertising the attractions and educational advantages offered by this Province.

A specimen is appended of one of the newspaper articles called forth. *The Evening Journal* of St. Thomas writes:—

"A Report Every Teacher Should Have.

"A report has just been issued by the Ontario Department of Education which contains a vast amount of information of value to school teachers, parents and everybody interested in the progress of education in the Province.

"It is the annual report of Albert H. Leake, inspector of technical education, and comprises 250 pages, including a large number of excellent illustrations. Among the latter is a full page illustration of the manual training class room at the Wellington street school here. Interiors of other manual training and household science class rooms are shown, also numerous pictures of exhibits of work in Ontario. The report is further enhanced in value by the illustrations of technical school work in England and Australia.

"As to manual training the inspector says that the value of the equipment installed in the various centres in Ontario is over $22,000, and the number of boys receiving weekly instruction is approximately 10,000.

"The report deals at considerable length with the three main difficulties, (1) inability of the teachers to deal with the subjects; (2) absence of definite courses and suitable text books; (3) disinclination of school boards to provide necessary material and equipment. It also covers very comprehensively the objects of the work and the best methods by which those objects may be attained.

"The report is printed on good paper and the fine illustrations alone are a speaking object lesson."

Balloon Man. Freehand Paper Cutting.

Manual Training centres are now equipped or being equipped as follows: Bolton Street, Creighton Street, George Street, Glashan School, Cambridge Street, Slater Street, Cartier Street, Elgin Street, Rideau Street, First Avenue, Osgoode Street, Wellington Street, Percy Street, all (13) in Ottawa; Kingston, Brockville, Cobourg, Galt, Berlin, Woodstock, Essex,

Rittenhouse School; Normal Schools at London, Toronto, Ottawa, Hamilton, Peterborough, Stratford; Hamilton Collegiate Institute, Wentworth Street, Caroline Street, Art School, all (4) in Hamilton; Broadview Boys' Institute, Wellesley School, Givens Street, Queen Alexandra, Lansdowne School, George Street, Dewson Street, all (7) in Toronto; Brantford Collegiate Insti-

Freehand Paper Cutting. A child's illustration of the story of the Three Bears.

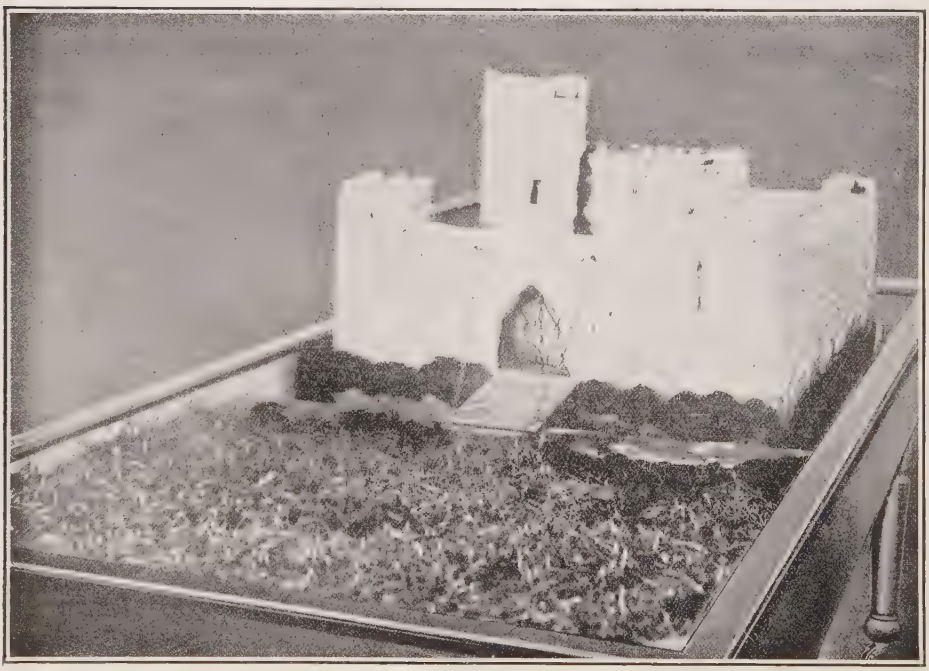
tute, Brantford Public Schools, Stratford, St. Thomas, Cornwall, Ingersoll, Guelph Public Schools, Guelph Consolidated School, Macdonald Institute, Owen Sound and Peterborough Public Schools.

The new centres opened during the year are Normal Schools at Hamilton and Stratford, Public Schools, Brantford; and on the opening of the schools

in January (1909) the Normal School at Peterborough, Public Schools, Peterborough, and the new building at Sault Ste. Marie will open with well-equipped centres.

Four additional teachers have been appointed and centres at Alvinston and Renfrew have had to be closed owing to inability to secure properly qualified teachers. This difficulty which is growing acute will be dealt with later.

Household Science centres are now established in the following schools: Wellesley, Parkdale, Queen Alexandra, Winchester, King Edward, Dewson, Broadview Boys' Institute, Young Women's Christian Guild, Technical School, all (9) in Toronto; Normal Schools in London, Ottawa, Toronto, Hamilton, Peterborough, Stratford; Collegiate Institute, Wentworth, King



Castle in Clay. Modelled by Fourth Book History Class.

Edward, Caroline Street, all (4) in Hamilton; Kingston, Brockville, Berlin, Woodstock, Galt, Renfrew, Brantford, Stratford, Ingersoll, Guelph Public Schools, Guelph Consolidated School, Macdonald Institute, Lillian Massey School, Toronto, Albert College, Belleville, Alma College, St. Thomas, Peterborough Public Schools, and a number of private institutions and colleges not under the jurisdiction of the Department.

The magnificent gift of Mrs. Massey Treble to the University of an ideal building for carrying on Household Science work marks an era in its development and offers an example worthy of the consideration of our wealthy men.

There is not the same difficulty in securing properly qualified teachers in this subject as exists in the case of Manual Training, largely owing to the fact that before an individual can take the necessary course in order

to qualify as a Manual Training teacher he must have at least a second class Normal certificate, while the corresponding qualification for Household Science is Junior Leaving or Junior Matriculation.

The outlook for both these subjects is extremely bright. As pointed out in the report for last year there were thirteen towns of a population of 5,000 or over without Manual Training or Household Science. That number has now been reduced to ten and several of the ten will probably undertake the subjects in the near future, while several towns of less than that population are seriously considering the desirability and advisability of doing so. One small community discontinued Manual Training very largely owing to local conditions and personal friction.

Of course opposition has not entirely ceased and it would probably not be a good thing if it had. In every body of twelve men there are sure to be two or three who for various reasons and from various motives, which

Clay Modelling, Toronto Normal School, Mr. J. H. Wilkinson, Teacher.

need not be here specified, oppose these subjects, but the fact remains and cannot be denied that in almost every place where they are properly taught the vast majority of parents and ratepayers are enthusiastically in favour of an education which while being intellectual is yet practical. This is well shown by the opening of additional centres in places where the work has been going on for some time, such as Ottawa, Hamilton, Toronto and Brantford, and the opening of evening and extra classes in places like Guelph, Brockville, Owen Sound, Galt, etc.

Elementary Hand Work.

It has been pointed out in previous years that if any effective training of an industrial or vocational character is to be given through the medium of our Public and High Schools the foundation will have to be laid very

Clay Modelling, Toronto Normal School, Mr. J. H. Wilkinson, Teacher.

low down in the school course—in fact in the Kindergarten. This is not the place to discuss various questions that have been raised with reference to the Kindergarten, such as (1) has it accomplished all that is claimed for it? (2) have its methods become stereotyped and formal? or (3) has it participated in the development and progress that has taken place in other fields of educational effort? Much could be said on both sides of these questions but it will suffice to say here that these very questions can be raised concerning almost every subject on the school curriculum.

It is to be regretted that Kindergarten methods are not carried further in the school course. The usual procedure in the first and second books seems to be based on the assumption that directly a child leaves the Kindergarten its whole nature changes, and in accordance with this assumption

Clay Modelling, Toronto Normal School.

an entirely different treatment is prescribed for it. The free expression of individuality, the spontaneous exhibition of childish delight, the educational play, the song and the dance are all now discouraged and the Kindergarten motto "Learning by doing" receives a new rendering and becomes "Learning by being talked to."

Considering this change which is forced into the life of the child at about the age of seven years we are compelled to adopt one of two conclusions: either that Kindergarten methods are wrong, or that our sudden reversal of these methods, directly the child enters the ordinary school, is without warrant.

Notwithstanding all the questions that have been raised with reference to Kindergarten methods it cannot be disputed that such training has distinct value, and that the training required at that period of a child's life can be given in no other way. The period of from four to seven years of age is the

Clay Modelling, Toronto Normal School

period of most rapid brain growth, which modern psychologists tell us bears a close relation to mental growth. Hence it is the period in which the child is most plastic; hence most impressionable; it is a period important in habit forming. In the Kindergarten, the child should gain control of body, acquire skill, have his senses trained and become in consequence more alert. He is also placed in a democratic society in which each works for all, and all for each. He learns self-reliance and self-confidence, in short he is trained in social living.

In the "Philistine" Walter Crane writes as follows:—"The Kindergarten is the most perfect all-round training school in the world. It trains, by wisely guided practice, the five senses in the receiving of correct impressions; and the ideas and forms thus taken in are at once expressed by both tongue and hand. Go into a good kindergarten and see the things of beauty made by infants there; creations of paper as expressions of impressions of form and colour and beauty entirely impossible to our manly and womanly 'all thumb fingers.' The ideal kindergarten is an ideal school of complete

Match Safes, Modelled in Clay, Toronto Normal School.

impression and complete expression—an ideal school of civilization besides which our grade schools and our high schools are Hottentot Universities. Hand in hand should go the development of understanding and expression from birth onward, and this double training should not stop, as it does stop, at the first grade at the age of six. Why do we then stop the development of expression by the hand except in writing and a little drawing? That is, stop almost all expression and go to 'walling up' a so-called trained mind away from its environment by allowing the hand to grow up all thumbs when the child with the 'trained mind' must by this very hand work out, or not work out, the divine conceptions of his mind? I must confess this is inconceivable to me.

"Between the kindergarten and the end of his grade school life, there should be no change of front, but the double correlative work of impression and expression should go on, hand in hand, a just proportion of thought and its expression both orally and manually. That amount of thought only should be given that can be properly expressed by its proper mode of expression; for when the child is grown up, his worth to himself and the world will be proportioned to his expression, while the excess of unexpressed proper thought will be dead matter to clog his brain and class him as a dyspeptic."

The theory of the kindergarten, which recognizes the little child as a doer rather than a listener, includes the belief that his interest in doing should be made educative, and this principle should be carried from the kindergarten right through the grades. It is to be regretted that this is

Paper and Cardboard Furniture, Toronto Public Schools,
Mr. W. L. Richardson, Superintendent.

not more generally the case, but during the past year many more schools have taken up handwork in the primary grades, and now that students in our Normal Schools are being largely restricted to those elementary branches which can be taken up in any ordinary class room and do not require specially and elaborately equipped rooms the hope and outlook for the future is still brighter.

In carrying on this work the mistakes generally made are as follows:—

1. In planning the work, the desires of the teacher rather than the interests of the child are considered.

2. An unreasonable amount of accuracy is required, and thus the child is discouraged.

3. A series of objects are chosen which have neither relation to each other nor to the life interests of the child.

1. On examining various courses of study we find a great variety of objects projected for grades one to three. Some are based entirely on geometrical forms and type solids; others on articles of use and ornament about the house; others upon toys and play interests, and others where it is very difficult if not impossible to find on what they are based.

Is it not possible to lay down a broad and general principle, so that we may have a standard of choice on which it will be fairly safe to rely.

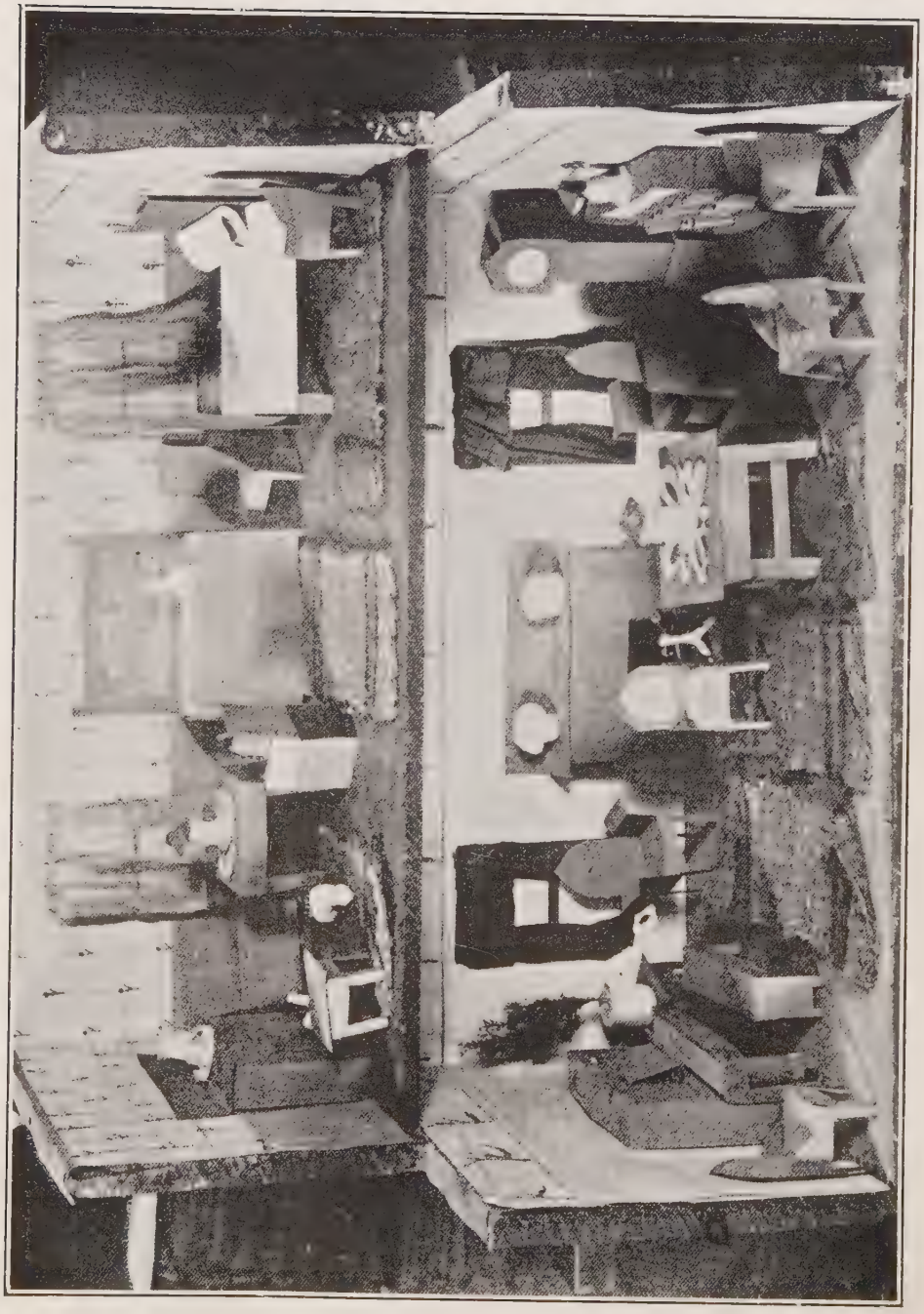
The subject is generally presented in such a way that the child is obliged to work from a teacher devised plan to the object itself, that is, the teacher originates the plan and presents it to the class, and each individual is expected to rigidly adhere to the plan presented.

Most of the thinking required is done in the working out of the plan, so that the teacher is really the one who receives the training from the making of the object. When this method is adopted we often find plans that

Studies in Transportation, Toronto Public Schools.

are unintelligible to a trained eye, much less to the eye of a child. We can only *see* the object after a certain amount of cutting and folding has been done. The opposite of this would be the case if we took the object first and evolved the plan directly from it. The only work a child should be given in this connection is some project which he is capable of visualizing, or which has in some way or other entered into his life. We have no lack of choice. Many of the activities of real life have entered very closely into the life of the child. The objects mentioned should be so familiar that the very names of them call up their mental images which thus form an intelligent basis for the work.

Teachers should not reject a project because they have passed the period when it meant much to them, but should make a stronger effort to look at it from the child's view point, and realize how much it means to him. The most successful teachers of this work are those who have the happy faculty of becoming children again in spirit and in thought. We must con-

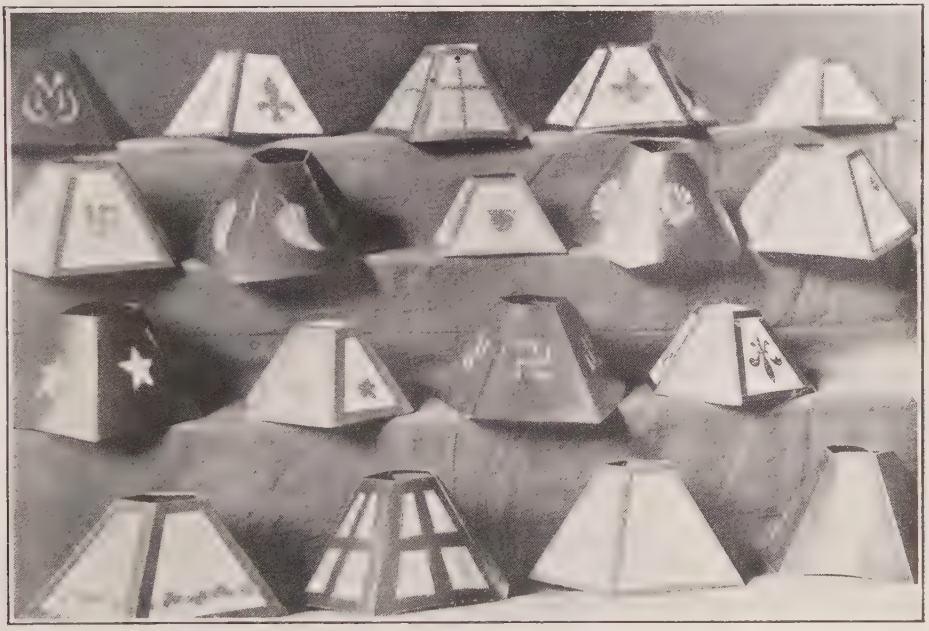


Doll's House, made from packing cases, paper and cardboard furniture.

sider the child then as the first element in our scheme, not for the purpose of making the work interesting or amusing, but because it gives us a satisfactory foundation for all future work. John Dewey puts this point, as only he can, as follows:

"From the standpoint of the child, the great waste in the school room comes from his inability to utilize the experiences he gets outside the school in any complete and free way within the school itself; while, on the other hand, he is unable to apply in daily life what he is learning in school. This is the isolation of the school, the isolation from life. When the child gets into the school room he has to put out of his mind a large part of the ideas, interests and activities that predominate in his home and neighbourhood. So the school, being unable to utilize this every day experience, sets painfully on another track, and by a variety of means to arouse in the child an interest in school studies."

2. In our conscious or unconscious recognition of the fact that many European nations excel our own in care and accuracy, we have insisted on



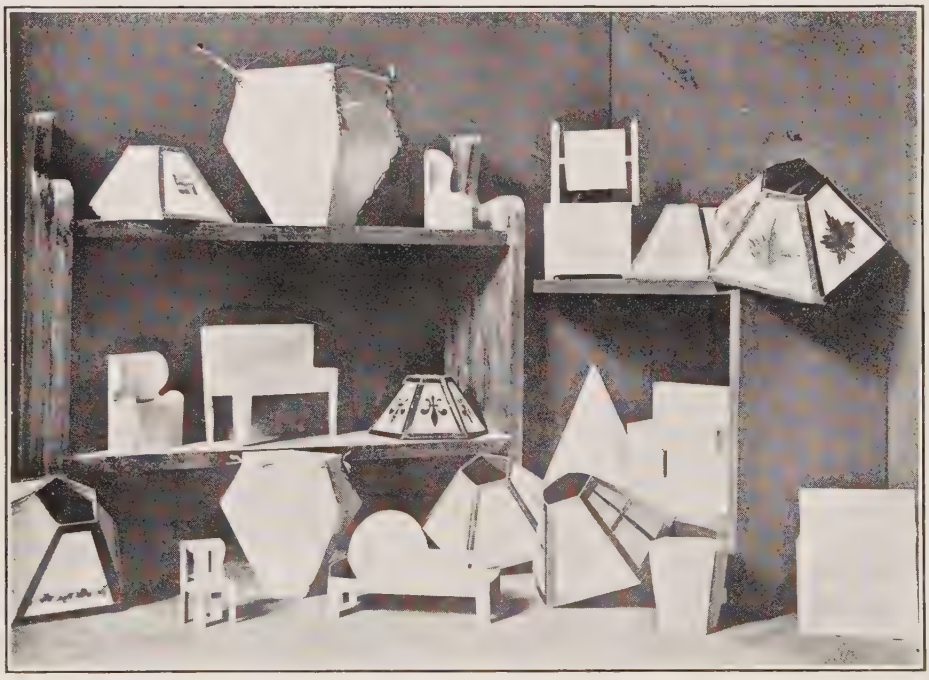
Lamp Shades, Toronto Normal School, Mr. J. H. Wilkinson, Teacher.

exactness in season and out of season. Even if we do succeed in getting a piece of work accurately constructed, that is not going to be a cure for all the problems of inaccuracy which are inherent in childhood. Accuracy is not the keynote of manual training and particularly is this true of the elementary handwork. On this rock of absolute accuracy many systems of manual training have split. Accuracy in early childhood is impossible and for this there are many reasons. Looked at from a physical standpoint we know that the large muscles develop first and the smaller ones later in life. Where this is not the case development is not natural. When we lay too much stress on small things we are tearing down rather than building up. The young eye cannot deal with fine measurements and the undeveloped hand can use neither the pencil nor the tool with the necessary skill.

Accuracy is also a mental attribute and requires a working combination of mind, hand, and eye. This three-fold development cannot be forced. It must be guided and cultivated, carefully, persistently and tactfully, and only in adult life, if then, will the development be complete.

Great value results from the teacher's efforts in training the child to be accurate in his handwork. He learns that more haste means less speed; that "near enough" is not sufficient and that careful thought and planning is necessary if good work is to be accomplished. Thus the elements of painstaking and forethought are cultivated, and the habit of these, once achieved, is bound to exert an influence upon all his work.

Let us plead for that rational degree of accuracy which may be reasonably expected from the young child. Those who have had to deal with children will understand what is meant. It is for teachers to educate the outside world so that when they look at the work of our children they may



Cardboard Models, Toronto Normal School.

see it through the eyes of the child. Inaccuracy in hand work is very evident. It is much more noticeable there than anywhere else in school and it must be pointed out. Children will see what is meant for they are dealing with tangible material. Let us be sparing in our criticisms remembering that accuracy is not a characteristic of childhood, and that too much emphasis will have an effect the direct opposite of that intended.

3. The objects made should have some definite connection not only with the life of the child but they should also have some connection with each other, that is, they should be grouped around some common centre and naturally arise out of that centre and not be dragged in merely for the sake of making something. To make a box one week, a pin tray the next, and so on, is not to get the best out of this work. All should be related and help towards working out some definite plan.

Many such centres at once suggest themselves, such as shops, the school, transportation, the house, farmyard, garden, street cleaning, building, fire department, postal service, circus, doll's house, English, etc.

This plan of centre grouping is being followed in many schools of the United States with considerable success and is well worthy of imitation. In this connection the art and constructive work can very well go together and thus life and purpose be given to both. As an illustration of what grouping around centres means and to show the large field for choice the plan offers, I append an extract from the New York syllabus of this subject:

(*a*) Transportation.

Object Drawing.

Push cart, wheelbarrow, express wagon, carriage, moving van, cab, automobile, row boat, canal boat, yacht, sail boat, ship, ferry boat.

Drawing from pose and from animal forms.

Constructive Work.

Sticks, Splints, etc.—Push cart, wheelbarrow, sled, moving van, cart, engine, trolley car, row boat, canal boat, yacht, sail boat, ship, etc.

Free Cutting or Tearing.—Objects mentioned above. Horse and wagon, etc.

Paper, Paper and Splints or other material.—As above.

Pictorial Drawing.

1. How the market looks.
2. What I saw on the street this morning.
3. What I saw on a trolley ride.
4. The elevated road.
5. Moving day.
6. The street vender.
7. How the river looks.
8. What I saw from the ferry boat.
9. The boats I know about.
10. The wagons on the bridge.
11. How the wharf looks.

(*b*) Occupations.

Street Cleaning.

Object Drawing.—Shovel, broom, water sprinkler, cart, horse, barrel, wheelbarrow.

Drawing from pose or from animal forms.

Constructive work.—(Sticks, splints, tablets, etc., or with paper, paper and splints or with other material.) Shovel, broom, water sprinkler, barrel, cart, wheelbarrow, sprinkling cart.

Free cutting.—Objects mentioned above; horse, wagon, etc.

Pictorial Drawing.

1. How the streets are cleaned.
2. How the ashes are removed.
3. What the street cleaner does in the morning.
4. Removing the snow.

Building.

Object Drawing.—Shovel, hammer, saw, plane, hatchet, hod, trowel, cart, horse.

Drawing from pose or from animal forms.

Constructive work.—(Sticks, splints, etc.) Shovel, saw, plane, hatchet, hod, cart, house, ladder window.

Free Cutting.—Objects mentioned above. Cutting from pose. Paper, paper and splints, etc., shovel, hod, cart, horse.

Pictorial Drawing.

1. Working on the new building.
2. What the carpenter does.
3. The bricklayers at work.
4. What the painter does
5. The workmen at noon.

Shops.

Object Drawing.—Vegetables and fruits, basket, cart, wagon, horse, jar, pail, box.
Constructive Work.—(Sticks, splints, etc., or with paper, or paper and splints or with other materials.) Basket, desk, counter, chair, meat block, ice box, scales, cabinet, a box, shelves, table, wagon, cart, etc.
Free Cutting.—Knife, saw, hammer, cart, wagon, horse, etc.

Pictorial Drawing.

1. Going to the store.
2. How the vegetables are brought to market.
3. The grocery store.
4. The butcher shop.
5. How the market looks.
6. The tailor shop.
7. What the milliner does.
8. At the barber shop.
9. The dressmaker.

Postal Service.

Object Drawing.—Envelope, cap, mail wagon. Drawing from pose.
Construction.—(Sticks, splints, etc., or with paper, paper and splints or with other material.) Envelope, letter box, lamp post, package box, mail bag, mail wagon.
Free Cutting.—Lamp post, mail wagon and horse, postman.

Pictorial Drawing.

1. How the mail is collected.
2. The postman delivering mail.
3. Posting a letter.
4. Posting a package.
5. What happens at the post office.

Fire Department.

Object Drawing.—Engine, hook and ladder, hat, hose cart.
From pose.
Construction.—(Sticks, splints, etc., or with paper, paper and splints or with other material.) Hat, engine, hose cart, hook and ladder, engine house, stall.
Free Cutting.—Objects mentioned under construction. Cuttings of horse, action figure, etc.

Pictorial Drawing.

Going to the fire.
At the fire.
At the engine house.

(*c*) Amusements.

Parks.

Object Drawing.—Flowers, leaves, twigs, trees, berries, birds, animals. Drawings from pose or from animal form.
Constructive Work.—(Sticks, splints, etc., or with paper, paper and splints, etc.) Seat, band stand, summer house, articles used in gymnasium, swing, merry-go-round, carriage, cage, rowboat, arbour, etc.
Free Cutting.—Birds and animals; action figures.

Pictorial Drawing.

1. The menagerie.
2. A walk in the park.
3. What I saw on the lake.
4. The ball game.
5. How the driveway looked.
6. The gymnasium.
7. Playing tennis.
8. Feeding the squirrels.

The Circus.

Object Drawing.—Animals, clown. Drawing from pose.
Constructive Work.—(Sticks, splints, etc., or with paper, paper and splints or other material). Tent, wagon, seat, cage, swing, trapeze.
Free Cutting.—Animals, clowns, performers.

Pictorial Drawing.

1. What I saw at the circus.
2. What the clown did.
3. The circus ring.

Games.

Object Drawing.—Top, bat, tennis racquet, skate, cap, gun. Drawings from pose.
Constructive Work.—Trumpet, drum, cap, racquet, gate box, grand stand, armory, etc.
Free Cutting.—Trumpet, cap, racquet. Cuttings from pose.

Pictorial Drawing.

1. The game I like best.
2. The ball game.
3. Foot ball.
4. Leap-frog.
5. Playing soldier.
6. Hide and seek.
7. Follow master.
8. Playing hockey.
9. Playing school.
10. Playing ring.

4. English.

Hiawatha.

Object Drawing.—Bow and arrow, quiver, canoe, cooking vessel, kettle, moccasin, basket, tent, birds, squirrel, trees. From Indian pose or Indian doll. From Indian pottery.
Construction.—Bow and arrow, quiver, tomahawk, canoe, moccasin, tent, Indian head dress, cradle, belt, necklace, purse, book for pictures. Indian doll. (Simple characteristic designs may be applied to those forms admitting of decoration.)
Free Cutting.—Canoe, tent, Indian doll, animal and bird forms.

Pictorial Drawing.

1. Hiawatha's home.
2. Hiawatha hunting.
3. Hiawatha and Nokomis.
4. Hiawatha sailing.
5. The Indian camp.
6. Smoking the peace pipe.
7. Indian war dance.

Cinderella.

Object Drawing.—Slipper, mouse, pumpkin, clock, castle, coach.
Construction.—Fireplace, chair, castle, clock, coach.

Pictorial Drawing.

1. Cinderella by the fire.
2. The visit from the fairy godmother.
3. Getting mice and pumpkin.
4. Helping sisters dress.
5. Going to the ball.
6. At the ball.
7. When the clock struck twelve.
8. Trying on the slipper.

The Village Blacksmith.

Object Drawing.—Anvil, bellows, forge, horse shoe, horse. Drawing from pose.
Construction.—Anvil, forge, bellows, shop, house, church.

Pictorial Drawing.

1. Children going by to school.
2. The blacksmith in church.

Robinson Crusoe.

Object Drawing.—Gun, umbrella, boat, parrot, goat, cat, dog.
Construction.—Boat, raft, ladder, umbrella, hat, table, chair, hod, house.

Pictorial Drawing.

1. Robinson Crusoe as a boy.
2. The shipwreck.
3. Taking goods from boat to land on raft.
4. Robinson Crusoe building house.
5. Robinson Crusoe walking on island.
6. Robinson Crusoe going back to England.

Japanese Life.

Object Drawing.—Parasol, lantern, pottery, cherry blossoms, wisteria.
Drawing from pose or from Japanese doll.
Construction.—Lantern, chair, rickshaw, house, pagoda, doll.

Pictorial Drawing.

1. A Japanese tea party.
2. Use of chair.
3. Japanese at home.

The selection of problems for the primary grades does not depend on what the children *can make*, it is merely a question of subject matter to be selected. Will this appeal, or can it be made to appeal, to the class? is really the question. Children can make boxes and trays and weave baskets and mats, but this does not afford adequate reason for piling up this work until the school is full of it and it has to be burnt in order to restore order out of chaos. Children have a number of real live interests, They are alive to all the activity of town and farm life, they know buildings, vehicles and industries. Yet with all this wealth of material we seldom see more than an attempt to make isolated objects. One house or one barn does not mean very much. They bear the same relation to the complete village or the typical farmyard as a single bone bears to a live animal, and though it is said that a scientist is able to reconstruct, in imagination, the complete animal from a careful examination of the single bone, yet children are not, perhaps fortunately for us, scientists.

The profit comes from making these and other related objects, which when assembled mean something large, something real, some fairly complete conception of a phase of life more or less known to them.

An excellent problem of this character is the furnishing of a play house, or rather a series of rooms, which when assembled form the complete dwelling. For this purpose it is much more satisfactory to use boxes which may be procured from any grocer than to have a real house built. The rooms are more convenient to work in and show to better advantage. Let us take the dining room as an illustration of the method.

First of all the walls require treatment. The class will be asked to design suitable wall papers and the children allowed to choose, by vote, perhaps, the design considered most suitable. The teacher will not dictate the choice, but will carefully guide in the selection.

Young children may do this work in coloured crayons while the older ones may use water colour. It is not intended, of course, that each child shall furnish a dining room, but that each shall have an opportunity of

Macramé Work, Council School, London, England.

contributing some part or some idea incorporated in its general make up. Next, the furniture will require consideration. The children will decide that the essentials are dining table, chairs, sideboard and small table. All these may be made of folded paper or thin cardboard.

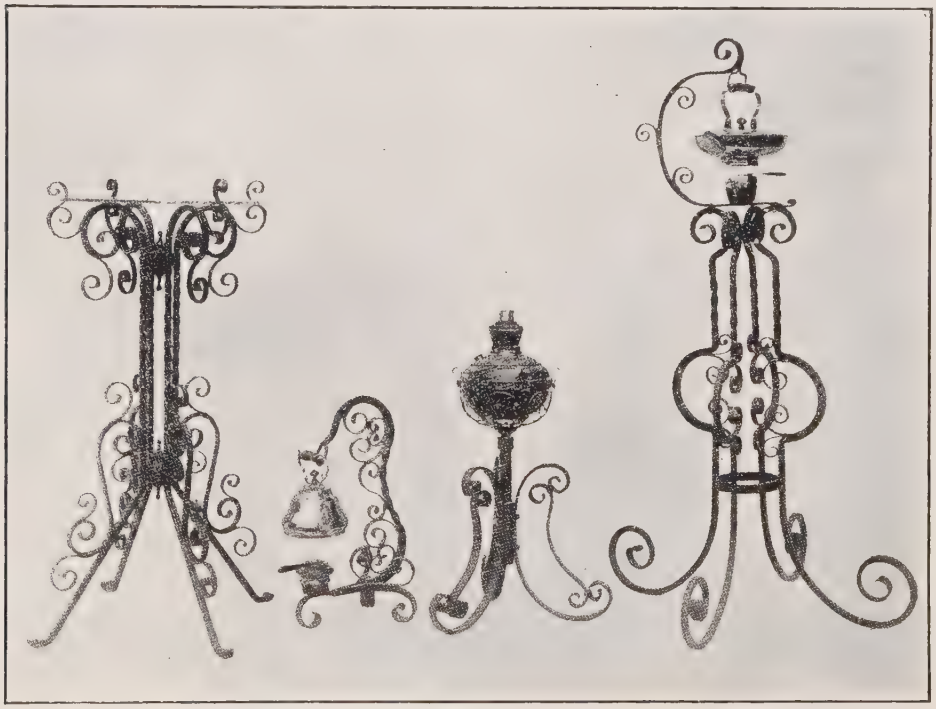
Questions of form, size, shape, suitability, all come into play. The dining table may be made any size desired by ruling paper in one or two inch squares, as also the stand and small table. The furniture may be made on the box plan with chair backs and legs cut to suit the individual. After all the furniture has been made the same method of selection should be adopted as was used in choosing the paper for the walls.

Next, the children will probably be asked to observe the method of floor treatment adopted at home and elsewhere. After all observations have been made it will be decided that the floors are best of hardwood, stained or varnished, with the addition of one or two rugs. Some will notice, of course,

that the practice is very general of covering the whole floor with carpet, right up to the wainscotting, and the opportunity should be taken here to point out the undesirability of this method and the benefits that arise from the plan of using rugs.

Suitable rugs for the play house may be made on home made looms. Various materials can be used for the weaving, such as rags, silkaline, carpet yarn or raffia. It is not necessary for every child in the class to make a rug. Perhaps those in one class are the rug makers, and from their work selections may be made.

The children should have a voice in the selection of all furniture, the teacher keeping in the background and guiding only. They should keep all rugs and furniture not used, and these they will use in their own little play houses at home.

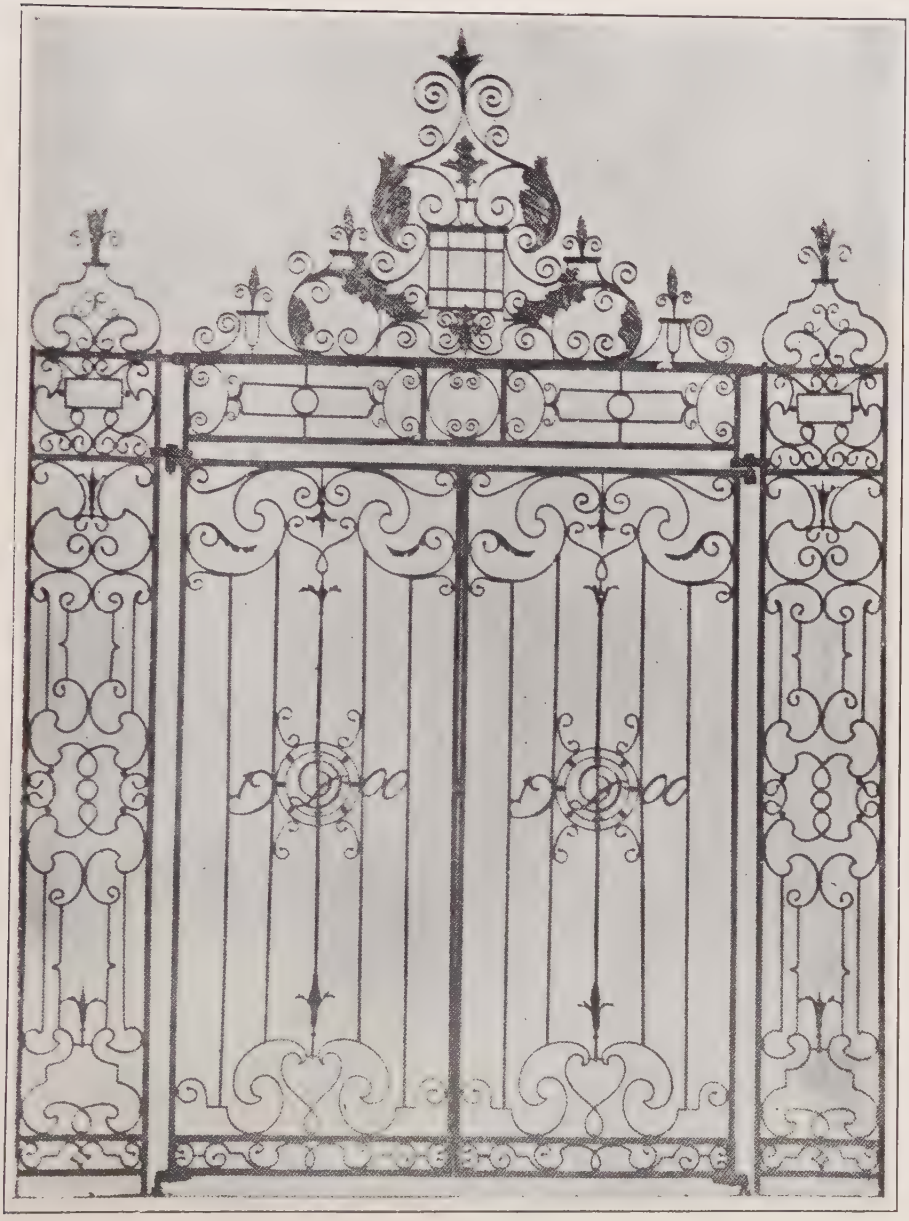


Metal Work, Manual Training High School, St. Louis.

As much reading as can be comprehended should go hand in hand with the making for as the desire to make is strong, there is a motive in reading directions; writing, also. Lists may be made, written and read, of all furnishings, etc. Much more might be written but enough has been said to show that such a problem offers endless opportunity for solid useful work.

Paper and cardboard raffia, etc., are not the only materials that may be used in adopting this method. Clay forms a good medium, and that medium should be chosen which is calculated to give the best expression of the particular project.

The literature of the subject of practical education during the past year has mainly dealt with two main branches, firstly primary work, and secondly, industrial education proper. Both these subjects have been much



Metal Work, Drexel Institute, Philadelphia, Pa.

neglected. It is now beginning to be recognized that the foundation must be laid securely before the superstructure can be raised, and for this reason the elementary forms of the work are receiving more and more attention.

Reference books most useful to teachers in this connection are as follows:

1. Year Books, Council of Supervisors of Manual Arts.

Metal Work, Beaten Copper, Public School, Ottawa. Superintendent, Mr. L. Medcalf.

2. Seat Work and Industrial Occupations, Gilman and Williams, Macmillan Co.

3. Course of Study, New York State Education Department.

4. An Arts Course for the Grades, Chicago Normal School.

5. School Arts Book, Monthly. Davis Press, Worcester, Mass., U.S.A.

6. Manual Training Magazine, Bi-monthly. Manual Arts Press, Peoria, Ill.

7. Busy Hands, Booker. Flanaghan Co., Chicago.

8. Industrial Work for Public Schools, Holton and Rollins. Rand, McNally.

9. Occupations for Little Fingers, Sage and Cooley. Scribner & Sons, N.Y.

10. Correlated Handwork, Trybom and Heller. Speaker Printing Co., Detroit.

11. Constructive Work, Worst. Mumford, Chicago.

12. Pleasant Pastimes for Children, Butterick Pub. Co., N.Y.

13. Pretty Pursuits for Children, Butterick Pub. Co., N.Y.

14. Canadian Teacher, Semi-monthly, Toronto.

15. Paper and Cardboard Work, Chamberlain. Whitaker and Ray Co., San Francisco.

16. Primary Handwork, Seegmiller Atkinson, Metzer and Grover, Chicago.

17. Text Books of Art Education, Prang Co., N.Y.

18. Paper Sloyd for Primary Grades, Rich, Ginn and Co., Boston.

19. Hand Loom Weaving, Todd. Rand, McNally Co., New York.

20. Practical and Artistic Basketry, Tinsley. Kellog and Co., New York.

21. Clay Work, Lester. Manual Arts Press, Peoria, Ill.

The above books should be gradually added to the library provided for the use of the teachers. They will be found to be of invaluable assistance.

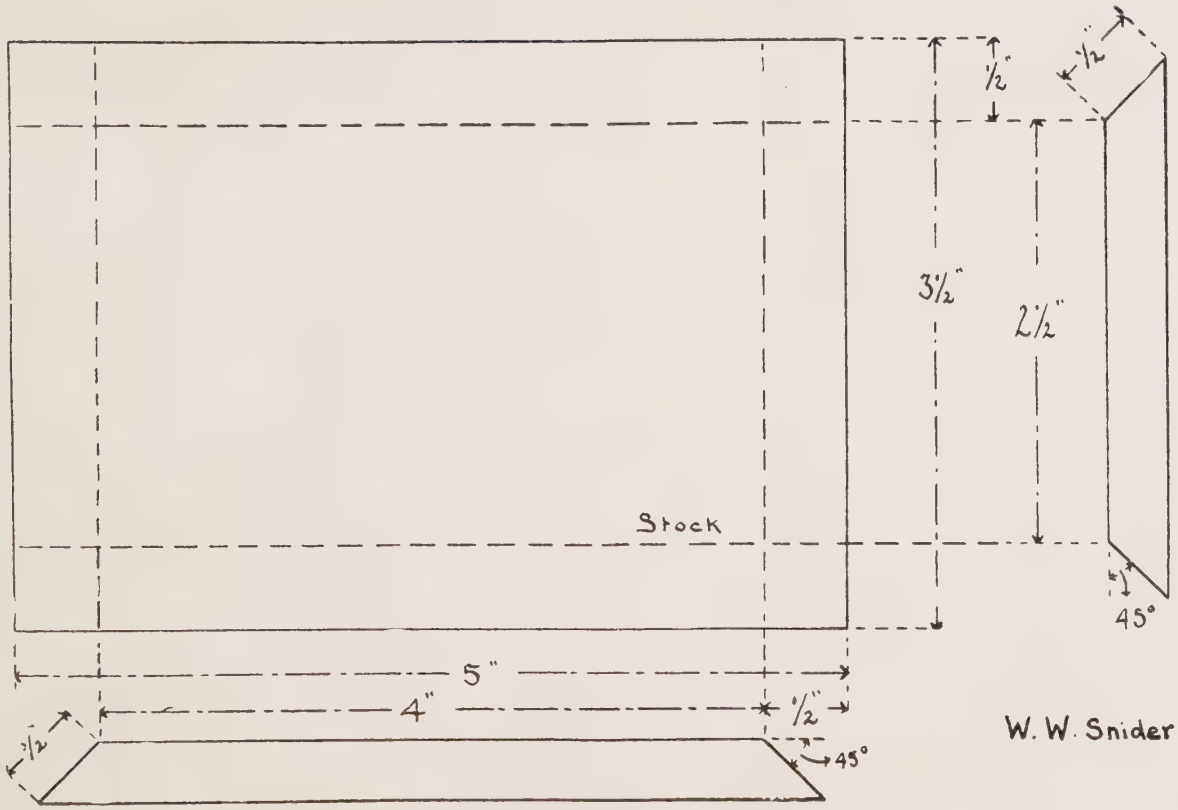
Manual Training.

When the boy or girl enters the fourth grade the character of the work changes somewhat, and rooms specially equipped with tools, benches, cooking tables, stoves, etc., are used instead of the ordinary class rooms. In those cases, where for various reasons special rooms cannot be provided for the higher grades, other forms of handwork can easily be provided in continuation of that done in the lower grades.

The elementary work is known under various names—"hand work," "constructive work," "hand and eye training," "varied occupations," and that done in special rooms, generally referred to as "manual training," though there is really no warrant for thus distinguishing the work in the different grades. It is all manual training and the one term includes all branches of handwork in both public and high schools.

In the centres referred to the work is proceeding generally in a very satisfactory manner. Full grants have been earned in every case except one, and the work is improving both in character and variety. More attention is being paid to the appearance of the rooms, and some of them cannot be excelled anywhere in the world. Particularly is this the case in the city of Ottawa, where with the hearty co-operation of the Superintendent of Buildings, the Public School Inspector and the Supervisor of Manual Training, rooms have been arranged which are not only a credit to the city itself, but serve as a model for other authorities anxious to instal work of this character.

Copper Work. Packed Tray.



Date

Name

This and the fourteen succeeding illustrations form a series of Models in Beaten Copper, designed by Mr. W. W. Snider, Ottawa.

Copper Work Hat Pin Tray.

Parts to be Modified.

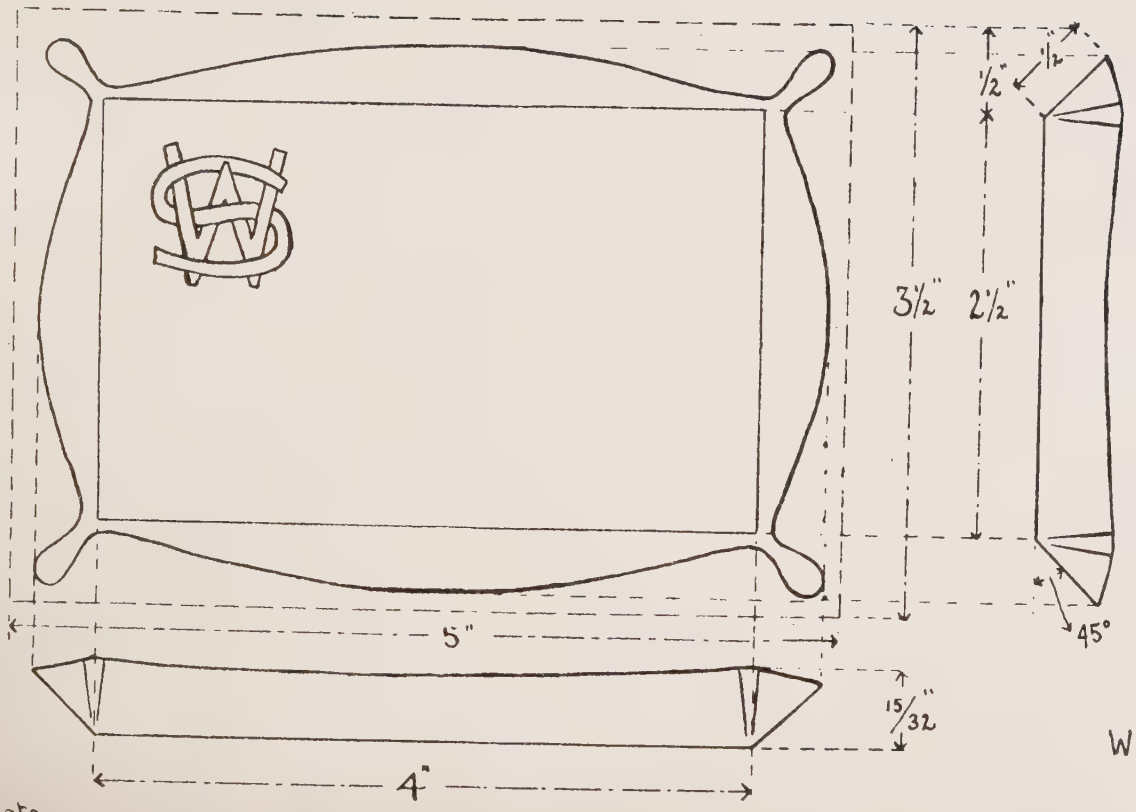
1. The Number, Shape and Position of Raised Buttons.
2. The Bottom may show Hammer Marks or be left smooth.

W. W. Snider

Date

Name

Copper Work Folded Tray.



Parts to be Modified

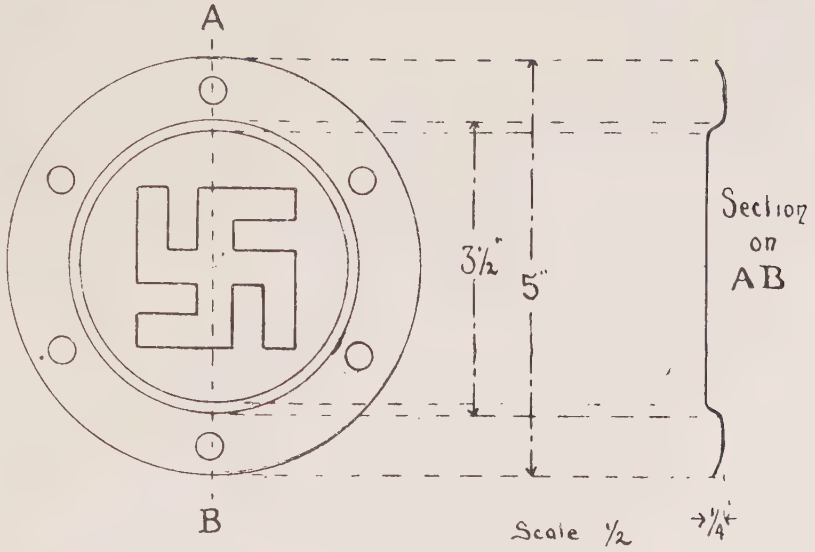
1. Raised monogram or floral design
2. Background to be matted or left smooth.

W. W Snider

Date.

Name.

Copper Work — Card Tray



Parts to be Modified.

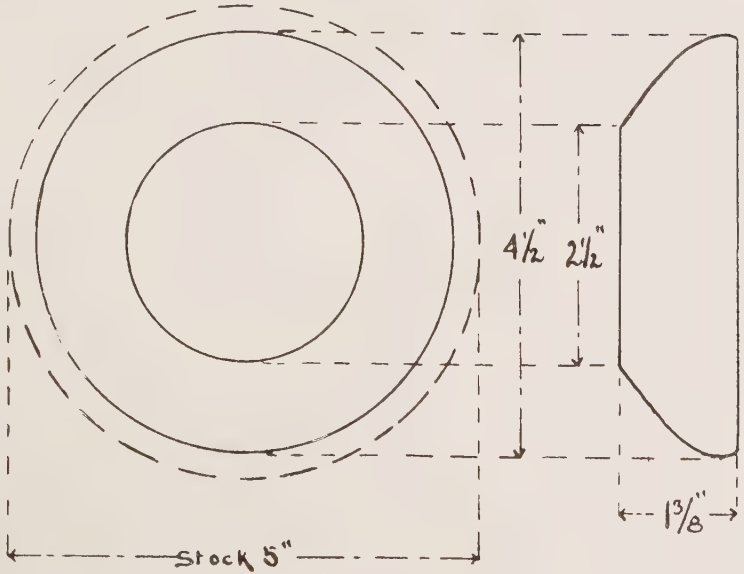
1. Raised design on bottom
2. Design on edge. This may be either:-
   - A. Raised.
   - B. Pierced, (sawn out)
   - C. Lined from under side

W.W. Snider

Date.

Name

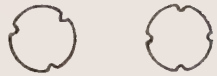
Copper Work Bowl.



Scale ½.

Parts to be Modified.

1. Shape of sides.
2. Sides may be corrugated as,

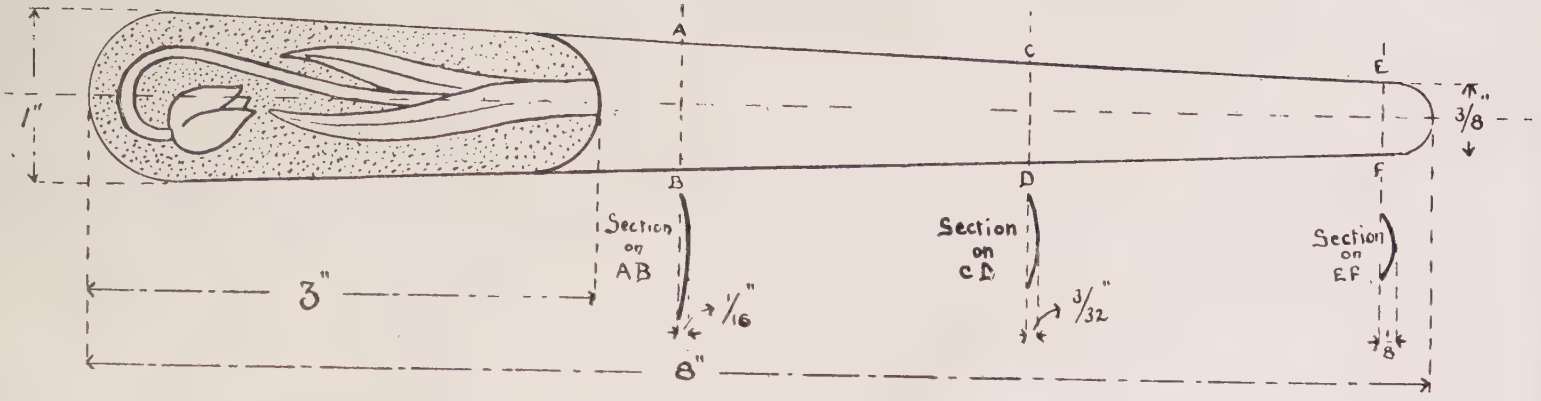


W.W. Snider

Date.

Name

Copper Work. Paper Knife.



Parts to be Modified

1. Raised design on handle.
2. Outline of handle to suit design
3. Depth of curve in blade (shown in sections AB. CD. EF) varies with the thickness and strength of copper

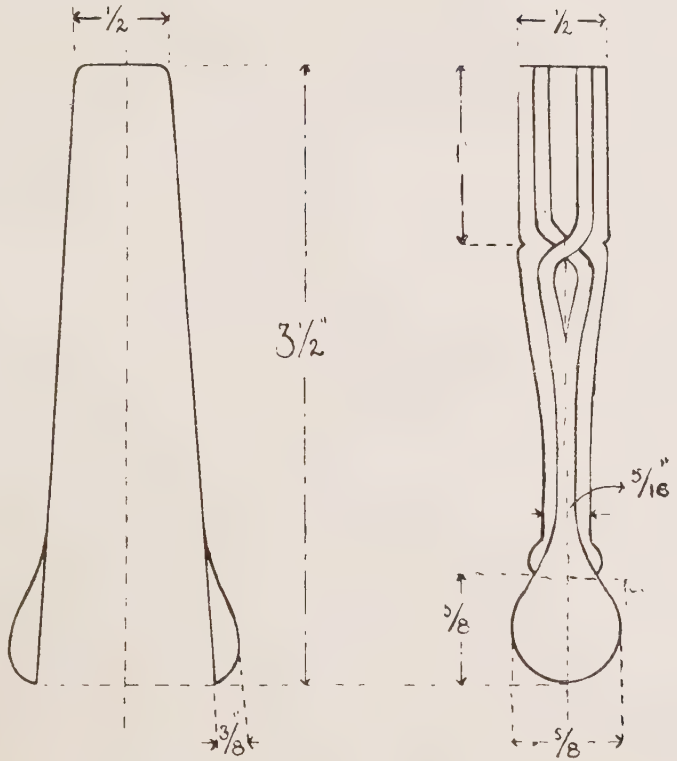
W. W. Snider

Date.

Name.

29a E.

Copper Work. Sugar Tongs.



Parts to be Modified

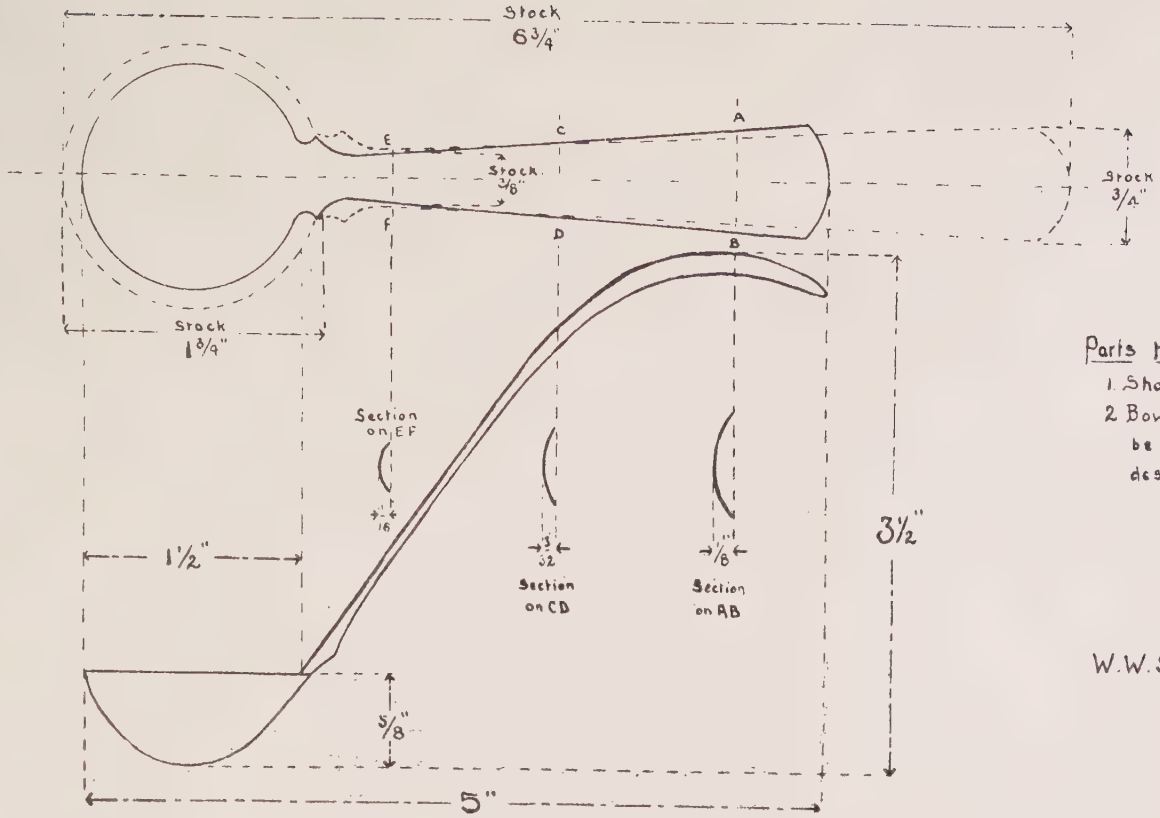
1 General outline
2 Design on handle.
3 A pierced design may be worked in the bowl

W.W. Snider

Date

Name.

Copper Work. Spoon.



Parts to be Modified.

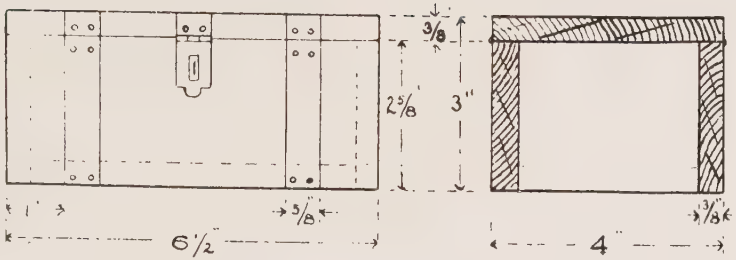
1. Shape of handle.
2. Bowl of spoon may be decorated if desired

W.W. Snider

Date.

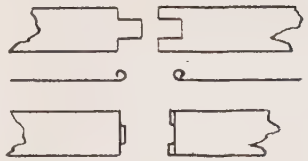
Name.

Copper Work Box with Copper Fittings.



Scale 2/5.

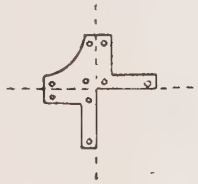
Detail of Hinges.

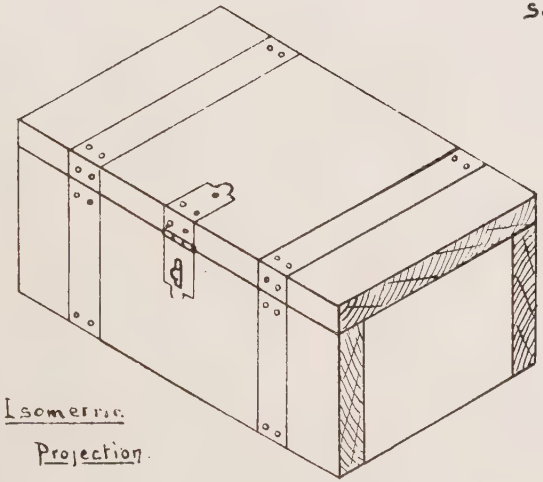


Parts to be Modified.

1. Dimensions of box to suit purpose
2. Size and position of hinge straps
3. Design of catch
4. Copper corners may be added if style of box warrants it

Detail of Corner Pieces.





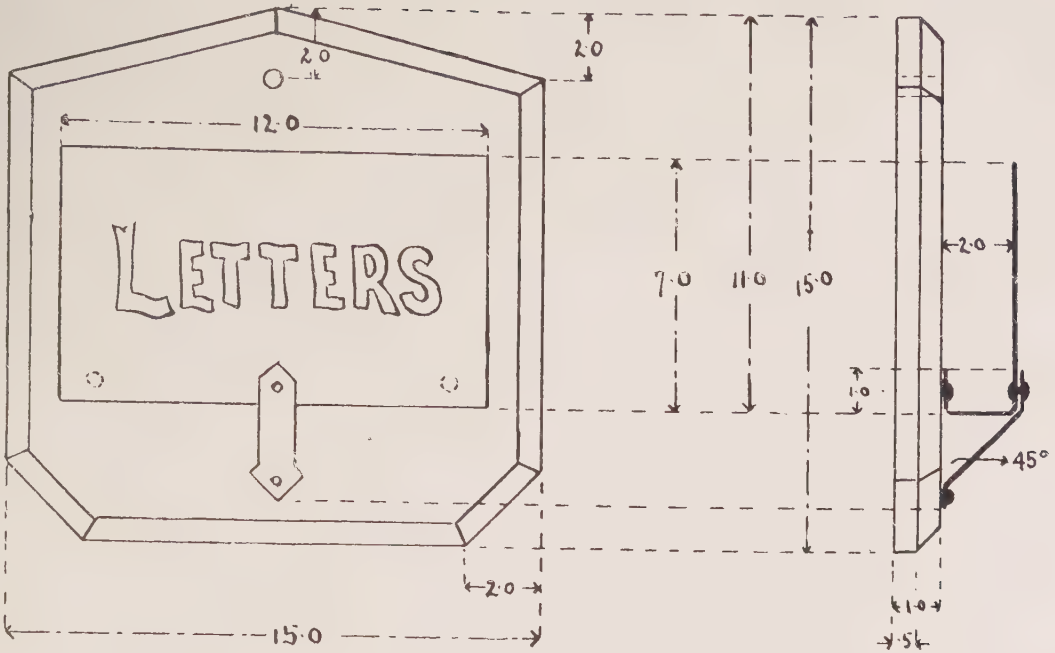
Isometric Projection.

W.W. Snider

Date.

Name

Copper Work. Letter Rack.



Scale ½.

W. W. Snider

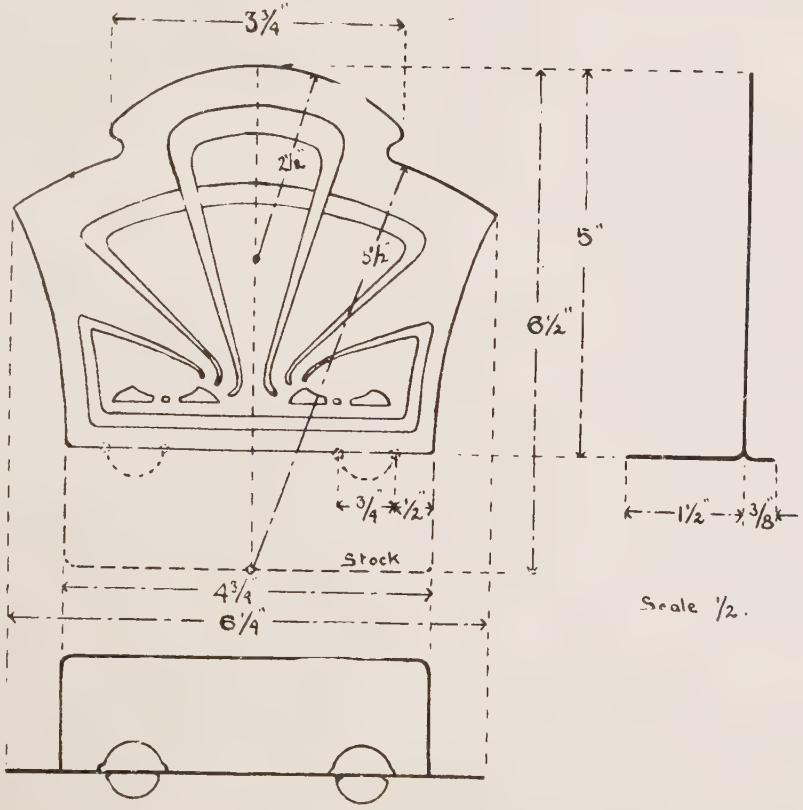
Parts to be Modified.

1. Shape of Wooden Shield.
2. Outline of Copper Catch and Brace.
3. Raised or Pierced Design.

Date.

Name.

Copper Work Book Supports.



Scale ½.

Parts to be Modified.

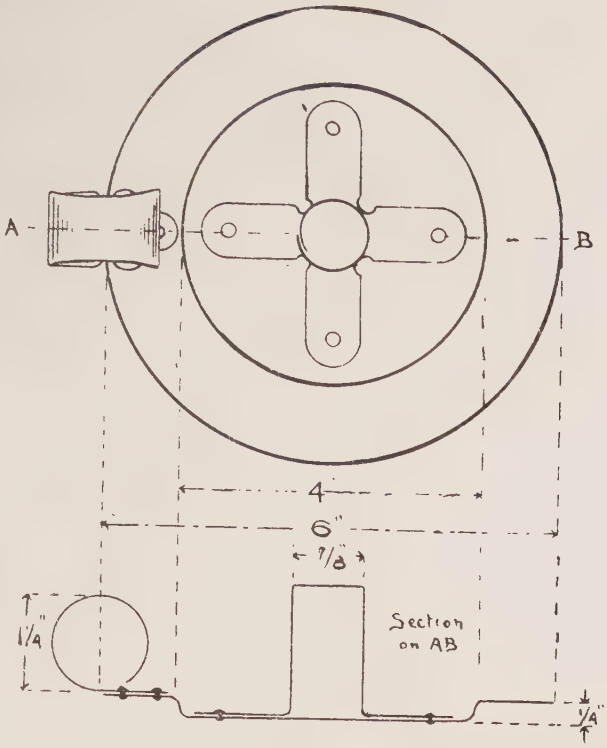
1. Outline of Support.
2. Design
3. Design may be:—
   a. Pierced or,
   b. Repousse and chased

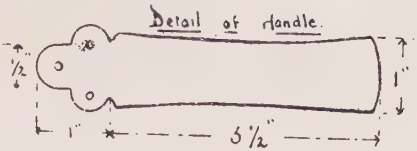
W. W. Snider

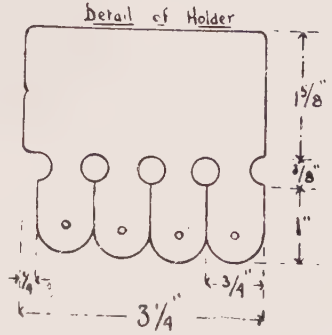
Date.

Name.

Copper Work. Candle Stick.







Parts to be Modified.

1. Shape of tray.
2. Outline of handle.
3. Number of feet and outline of holder.

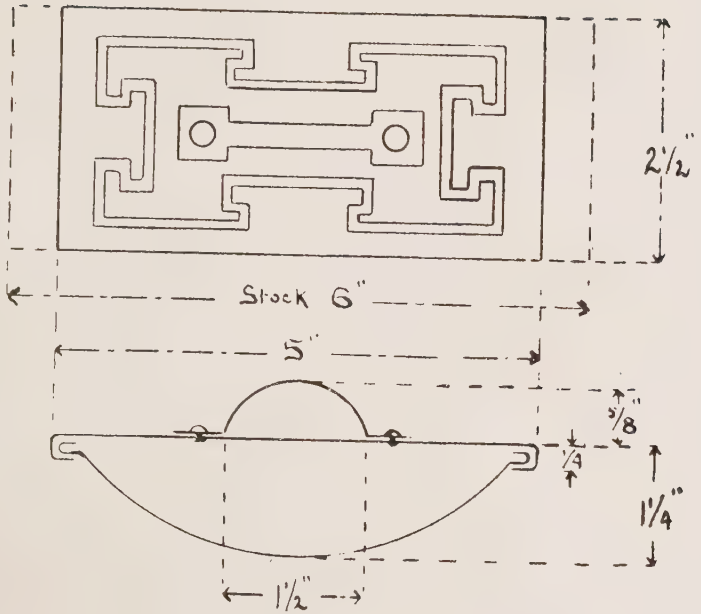
Date.

Scale 1/2

W. W. Snider

Name.

Copper Work. Blotter.



Scale ½

Parts to be Modified.

1 Raised design on back.
2 Shape of handle to suit design.

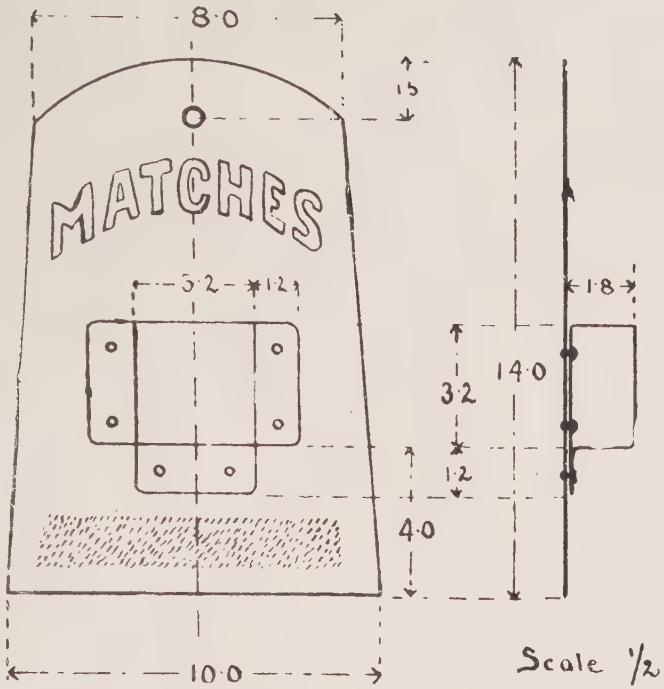
W.W. Snider

Date

Name

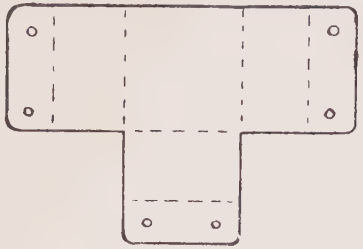
Copper Work.

Match Striker.



Scale ½

Detail of Match Box.



Parts to be Modified.

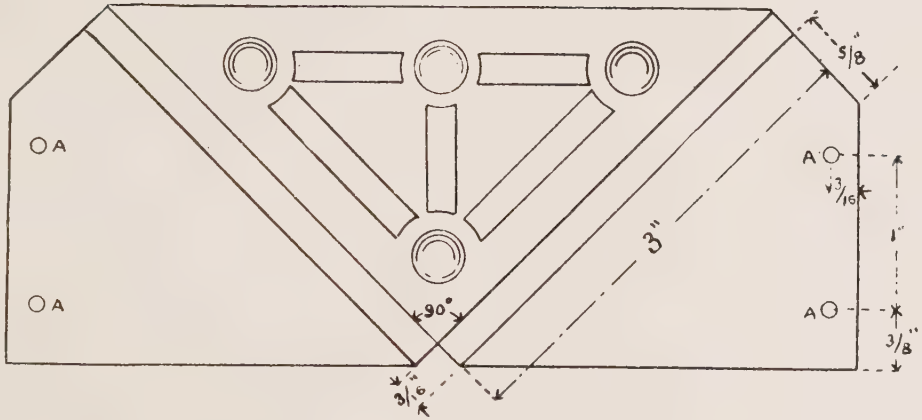
1. General shape of back.
2. Raised design.
3. Position of box.
4. Size and position of scratcher

Date

W.W. Snider

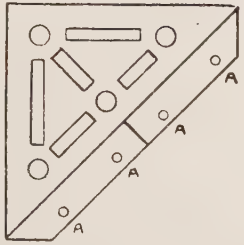
Name

Copper Work. Pad Corners.



Parts to be Modified.

1. Design may be raised or pierced
2. Inner edge may be shaped to suit design
3. Background may be matted or left smooth.



When folded, the corners may be fastened to the pad by rivets or fine wire, using the holes (A) shown in the drawing

W.W. Snider

Date.

Name.

As has been said, the work is growing in popularity, and we have only two instances in the Province of the subject ever being dropped after once being installed. In the one case this was due to the inability to secure a properly qualified teacher, and in the other to peculiar conditions of local friction.

All over the world the movement is making gratifying progress, and authors, educationists and public men are everywhere agitating for its introduction and extension. Long ago, Ruskin wrote "Why don't the bishops admonish their clergy to see to it that side by side with the parish church and parish mission room, there shall be a parish workshop, where the blacksmith and the village carpenter shall of a winter evening teach all the children who will be diligent and learn, the nature of iron and wood, and the use of their eyes and hands."

The following extracts are taken from an article entitled "A Plea for the Education of the Hand," appearing in the "Philistine":—

"It is a melancholy but admitted fact that the world is full of useless people. Most of these are Micawbers waiting for something to turn up. It can easily be shown that the large number of persons who are seeking not for a certain something to do, but for anything to do, are out of employment, because of their inability (due to want of training) to express themselves, not orally, but manually; that all persons are capable of being trained to express themselves orally and manually; that they may, among the vast, undeveloped resources of this big world, find plenty to do—plenty that will be not only useful, but that is actually waiting to be done.

"The human mind is capable of two things or acts,—understanding and expressing,—receiving ideas and of giving ideas. An idea simply received into the mind or simply created there, and not expressed, is of no value to any one except the person receiving or thinking it. Those ideas only have been of value to the human race that have found lingual or manual expression. It is evident that, without expression, we should have no great literary works, no great works of architecture, sculpture, music, or painting. Thus Art had never been born, and we should live with men all around us as much alone as was Robinson Crusoe on his island.

"The mind has six ways of understanding or of receiving impressions:— through the five senses of seeing, hearing, tasting, smelling and feeling, and the sense of temperature. All we know, or think, or feel, must necessarily come through these channels. They are Creation's ways of placing us in contact with the material world around us. Without them, we should be worse than blind, deaf and dumb. We should have no knowledge whatever, not only of the world around us, but of the fact that there is one.

"Thus, we are wisely placed, by means of these so-called senses, in connection with the material world around us. They are the adjustments between mind and matter: the railways of supply, leading from the world into the union depot of the mind. Through them, we understand—we receive impressions.

"But Nature has not thus gifted us in the matter of expression. She has given us but two channels of expression,—the tongue and the hand. Except some emotions, such as of anger and of sorrow, that may be expressed by means of the countenance, we can put out or express what the senses bring by the tongue and the hand only. Unfortunately, civilization has undertrained the latter and overtrained the former as every day bears witness.

"The forms of expression by these two channels are six in number, ranging in order from highest to lowest as follows:

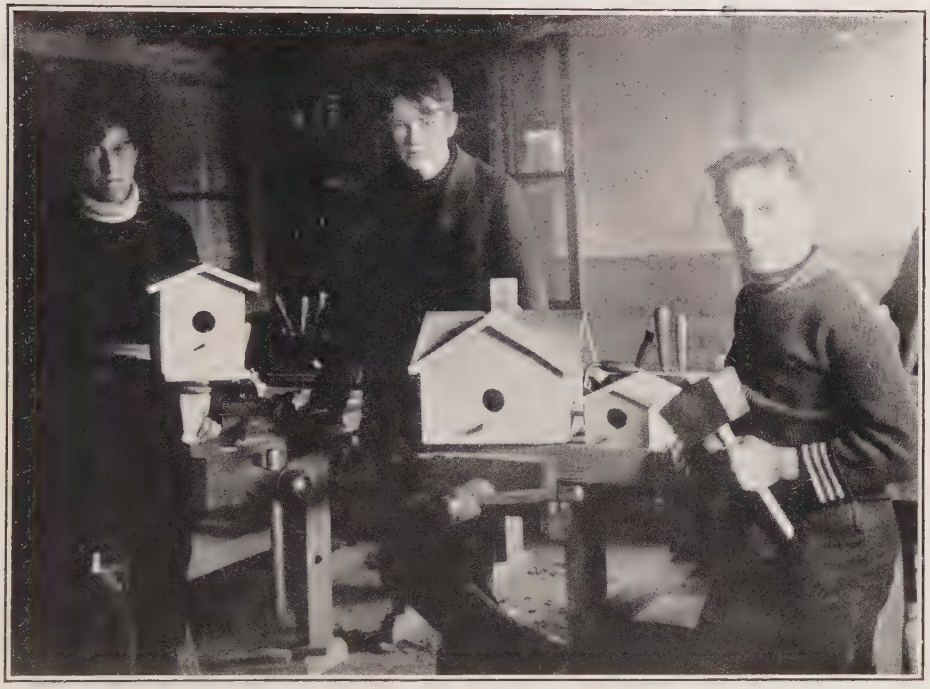
1. Mechanic Arts.

Woodwork, St. Thomas Public School, Teacher, Mr. E. Faw.

2. Sculpture.
3. Painting.
4. Architecture.
5. Music.
6. Language.

"In these different forms of expression the blacksmith expresses himself with his hammer and anvil, the carpenter with his saw, plane and chisel, the sculptor with his mallet and chisel, the painter with his brush and paints, the architect with his draughting tools, the musician with his voice or instrument, and the speaker, writer or singer with voice or pen.

"Now, it will be noticed that, of the six forms of expression mentioned only the fifth and sixth, music and language, can be expressed by means of



Bird Houses, Rittenhouse Public School, Teacher, Mr. S. Gayman.

the tongue, while all the others and these two also in part, can be expressed with the hand; so that it seems manual training, or the training of expression by the hand, is of vastly more importance than that of the tongue. It will also be seen that a deaf and dumb man, who has been trained to the highest manual expression, would, despite his want of one of the two channels of expression, be to the world, a much more valuable man than another man, gifted with both channels of expression, but trained in lingual expression only. For the deaf and dumb man could express himself to the world in the forms that are most useful, while the lingually trained man could usefully express himself in two only of the six forms, and partially, only, in these; for he would be excluded from instrumental music, and from writing or printing language. The deaf and dumb man would be a creature of the

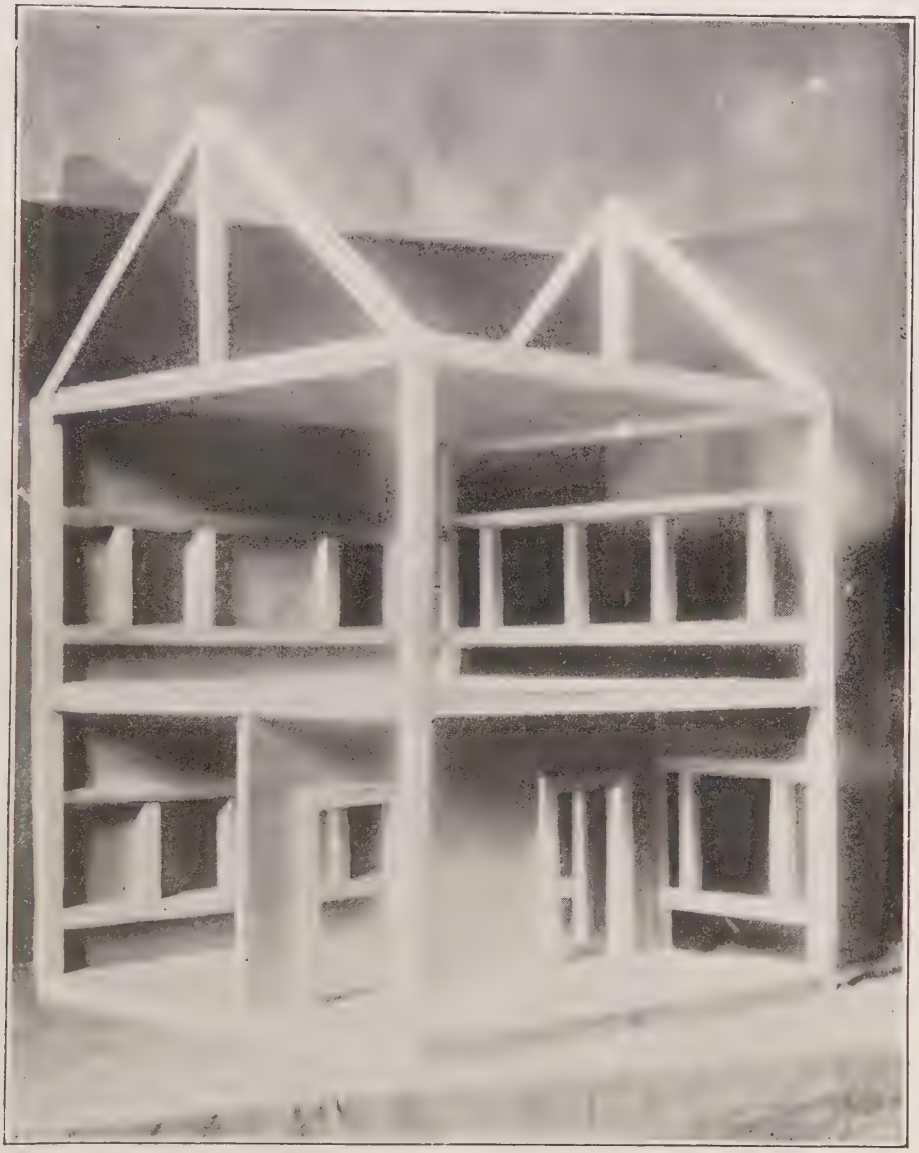
highest possible civilization (living in a palace decorated with sculpture and painting), while the other would be only a vapouring creature, living in caves, and subsisting on what Nature furnished him. Thus, it seems, we have somewhat overrated lingual training, and underrated manual training, doubtless because we have been accustomed to circumscribe the meaning of the word 'manual training.' And so it seems that we should reconstruct our idea of manual training, and give it a proper place in our school curricula; for it must be evident that the great majority of our ideas find expression manually and not lingually, the tongue being able to give expression to those ideas that are immaterial only, while the hand may give expression

Wood Work, Rittenhouse Public School.

to these, and must give expression to all other forms of thought, for of course the hand and not the tongue must express our thoughts in matter, and in those things that exist after we are gone.

"So there seems to be a necessity of manual training in all the word implies, for thoughts or ideas are worthless to the world unless they are expressed in some way or other. Mute inglorious Miltons may be a matter of poetic pity but they are not pleasant to have around; we generally class them as dyspeptics. I would define manual training as: The cultivation of the hand so that it may be able to express the ideas of the mind; to serve as an adjustment between mind and matter; to be the complement of the mind in man's struggle for the control of his environment."

The new Manual Training building in connection with Woodstock Collegiate Institute is now completed and the equipment being placed in position. The departments it will contain are wood working, wood turning, forge shop and machine shop. It is interesting to note that the educational authority of this city has seen the wisdom of following the example set by



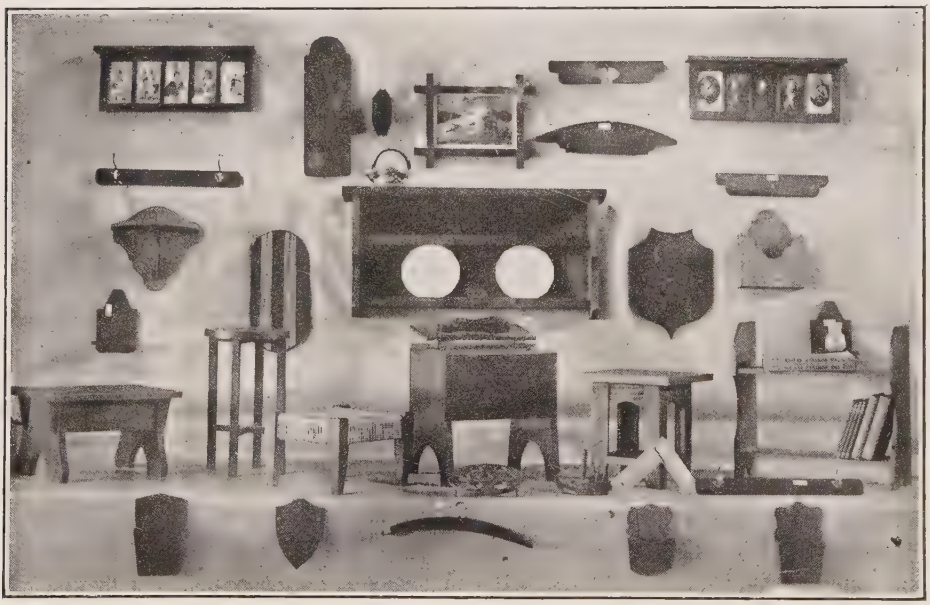
Doll's House, Toronto Model School, Teacher, Mr. J. H. Wilkinson.

Stratford and Berlin in making an advance on the woodwork which is more generally taken. It is highly desirable that metal working be introduced into more of our High Schools. When a boy has spent two years in the Public School and one year in the High School at woodwork, the next year can be most profitably spent in some form of metal working, and the form

of work adopted can be very largely suited to the money available for equipment. It may take the attractive form of sheet copper work, which is being continued from last year in the Ottawa Public Schools. This is a branch which needs very little equipment and can be carried on in the ordinary manual training room.

The introduction of metal work has probably been retarded owing to the general idea that a large expenditure is necessary on equipment, and judging by the practice of typical Manual Training High Schools in the United States the idea is quite warranted, but we cannot resist the impression that much of this equipment is unnecessary and more suited to the engineering department of a modern University than to a Manual Training High School.

Since 1906 the subject has received considerable attention in the State of Illinois. The following outline of a one year course in High School metal working has been drawn up and offers to us many points worthy of consideration.



Wood Work, Toronto Public Schools, Superintendent, Mr. W. L. Richardson.

The movement began in 1906 when the State High School Inspector for the University called a conference. This conference resulted in the addition of two departmental sessions—one for the discussion of manual training and one for drawing—to the programme for the Annual High School Conference. At this conference a committee was appointed and the suggested course is the work of that committee.

It will be noticed that it is a manual training course, numerous in its points of contact with practical industry, and including a large number of elementary tool manipulations, yet without carrying any of these far enough to make of it a trade course. In this particular it is more truly a manual training course than is a course in forging or machine shop practice. Taken with a thorough course in woodworking the boy will cover a very large proportion of the fundamental tool processes represented in our building and machine industries.

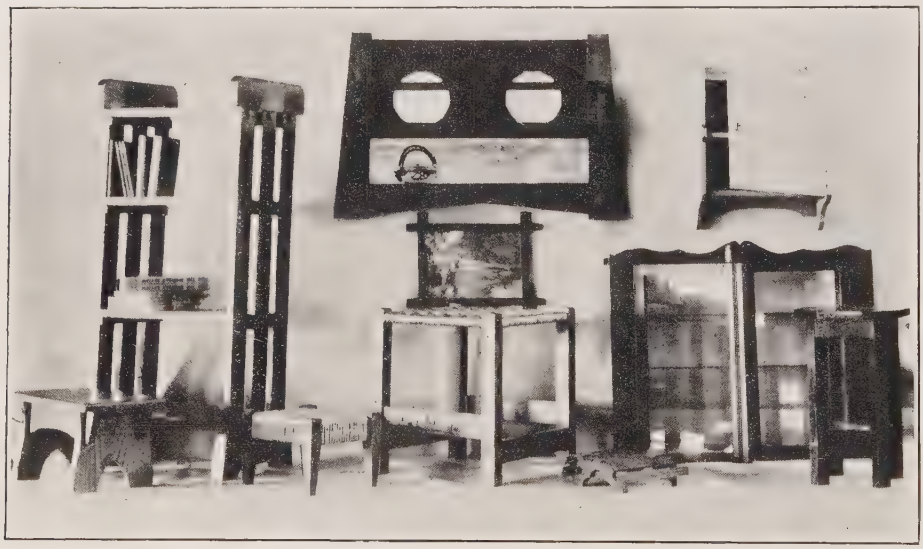
OUTLINE OF ONE YEAR HIGH SCHOOL COURSE IN METAL WORKING.

Group.	Processes.	Suggested Problems.	Relation of other Subjects.	Relation to Industry.
I. Chipping and Filing	Chipping a block of metal with a cold chisel and hammer, filing the same, testing. Tool dressing.	Chipping block (cast iron), door key (brass), wrench (malleable iron), escutcheon (brass or steel).	Drawing—Working drawing of exercises, design for escutcheon and key. Metallurgy—Properties of cast iron, malleable iron and brass.	Mining—Getting the ore, geographical distribution, smelting, refining. Locksmithing—Mechanism of lock. Tool making.
II. Fitting	Drilling, filing, fitting, riveting, finishing.	Hinge (brass or steel), calipers (steel), dividers (steel).	Drawing—Design for hinge, working drawing of calipers and dividers. Metallurgy — Properties and kinds of steel.	Steel making — Bessemer and other processes. Tool making.
III. Bending	Bending while cold, drilling, riveting, punching.	Bracket, lantern, lamp base.	Drawing—Designing lantern, bracket, lamp base.	Wrought metal work.
IV. Soldering	Pattern cutting, bending, folding, wiring, soldering.	Pipe, cookie cutter, tin cup, funnel, pail, sconce.	Drawing—Application of problems in developments of surfaces. Metallurgy—Tin.	Tinsmithing and cornice making. Mining—Tin producing.
V. Beating and Raising	Sawing, beating, drilling, filing and polishing copper. Beating up a copper bowl, hard and soft soldering; repoussé, colouring by heat and chemicals; etching; annealing.	Escutcheon, draw pull, finger plate, box with design in repoussé on cover, bowl, ink pot.	Drawing—Designs for objects made. Metallurgy—Copper.	Coppersmithing. Mining — Producing sheet copper. Jewelry.
VI. Turning.....	Hand-tool turning, filing in lathe, polishing in lathe, thread cutting with tap and die, drilling, hardening and tempering, annealing.	Plumb-bob, hammer.	Drawing—Working drawings.	Tool making.
VII. Spinning	Cutting templet, turning form in wood to fit templet, spinning zinc, Britannia metal and copper, polishing, lacquering.	Tray, bowl, box with cover, canopy for gas or electric fixture.	Drawing designs for objects made. Metallurgy — Zinc, Britannia metal.	Metal spinning. Gas and electric fixture making.

Many opportunities are offered to connect with other branches of school work—freehand drawing and design and practical metallurgy. No branch of handwork presents a more interesting and profitable field for instruction in applied design than metal working.

The very moderate equipment necessary to carry on the work as outlined is a decided point in its favour, neither planer, shaper nor milling machine, not even an engine lathe, but only hand lathes which can be used for wood turning, if the right kind be purchased, and extra centres, chucks and rests be provided for metal work, perhaps a small sensitive drill, blow pipe, gas or portable forge, soldering furnace, vises and a variety of small tools.

Two-thirds of the course can be completed even without the lathes and in those cases where the expense of the lathes is too great to be incurred it would be possible to substitute extra work in beating and raising for the turning and spinning, though this is not advisable if the lathes can be obtained.



Wood Work, Toronto Public Schools.

At present there are three obstacles which hinder the further extension of the subject:—

1. Provision of suitable quarters.
2. Expense of providing teachers and equipment.
3. Scarcity of properly qualified teachers.

1. This is a real difficulty and most acutely felt in several places that are anxious to take up manual training. In the majority of cases the expense of providing a separate building is too great to be undertaken and in almost every town in the Province the school accommodation is required, and more than required, for ordinary school subjects.

The great desire to have this subject in their schools has led one or two educational authorities to suggest the use of rooms that could not possibly be sanctioned, owing to serious defects in lighting, sanitation and ventilation. In one or two places the experiment has been tried of hiring a room, outside the school buildings, in which the work can be carried on. This

Tool Sharpening, Ottawa Public Schools.

plan is never satisfactory, for various reasons, chief of which is that the boys are removed from all other educational influences and school discipline, and are apt to look upon the subject as distinctly outside their ordinary school work. Where a separate room cannot be spared the next best thing is to take up some form of work which can be done in the ordinary class room. This is done in many places with a considerable amount of success.

The best time to provide accommodation is, of course, when a new building is being erected, or alterations being effected to an old one. Proper quarters can thus be provided at very little extra expense. A room erected for the special purpose is generally much more satisfactory than one that has to be adapted. The ideal provision is a separate building on the school grounds, or in close proximity to the school and under the same authority. In such buildings there can be provided at the same time a room for house-

Manual Training Room, Owen Sound. Teacher, Mr. A. N. Scarrow.

hold science. Apart from the benefits of the subjects the organization is much simplified when they are taken together.

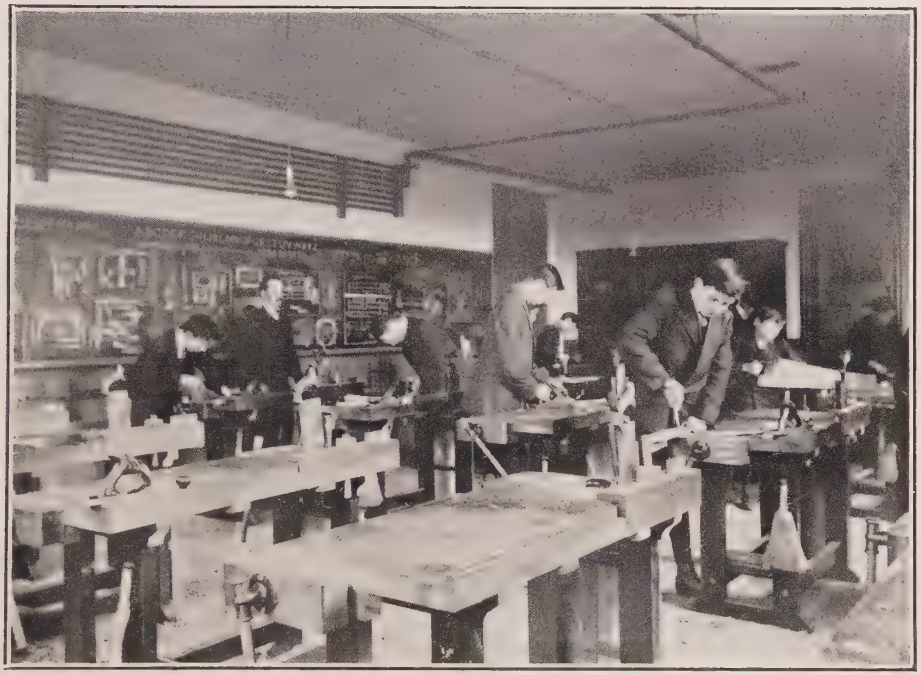
This plan is followed very satisfactorily in Brantford, Stratford, Woodstock, Sault Ste Marie and will probably be followed in Hamilton Collegiate Institute. A simple plain building can be erected or a more elaborate structure according to the work to be undertaken or the resources of the community. It should always be remembered that the work is to be done inside the building and not outside. A plan is shown of such a building at Wade Park, Cleveland, Ohio, and a photograph of a similar one at Evanston, Ill.

2. There is no doubt that this subject entails a certain amount of expense on the authority introducing it, but on the other hand the returns it is calculated to bring are more than sufficient to compensate for the extra

expense. Money spent in this connection is rather investment than expenditure. Money spent on education means less spent in the detection of crime and the punishment of criminals. The testimony of prison officials, the world over, points to the fact that a large percentage of their charges are without knowledge of any trade or occupation.

Under the heading "Idleness the Gateway to Prison," a Missouri State official says:

"Two-thirds of the convicts in the Missouri penitentiary are men without trade or profession. One-third of the convicts there confined are young men, ranging in years from eighteen to twenty-five. *Nearly all of these* came to prison absolutely *without the knowledge of any useful and gainful occupation.* Considerably more than half of those convicted of crime are ignorant



Manual Training Room, Owen Sound Collegiate Institute.

of any kind of trade. Comparatively few of the younger are illiterate. In my own experience, I have never met one who could not read or write, and very many (by far the greater number, I should say) are possessed of no small degree of intelligence. But, however stupid or however precocious they are found to be, almost without exception they are young men *who have not applied themselves to useful, honest work.* This is true of both the poor and the well-to-do. There is no warrant for saying that the tendency toward criminality is naturally greater among the idle poor than among the idle rich. One frequently meets, behind the prison walls, young men of good parentage; young men, too, who could not plead poverty as an excuse for crime. Idleness brings them there."

That conditions in Missouri are not peculiar to that state, is made evident from an examination of other state prison reports and federal reports. The New York report for 1906 shows that of those confined in the three

state prisons on that date, 60 per cent. were without knowledge of skilled trade or profession, when committed. But of the 40 per cent. who possessed such knowledge, many, no doubt, had obtained it in penal and reformatory institutions; for 56 per cent. of all the prison inmates had been in penal institutions before. Of the 25,057 male major offenders committed to state prisons in all the states, in 1904, 66 per cent. were without trades or professions, when *last committed;* while of the 90,950 male minor offenders committed in that year, 76 per cent. were without trades or professions when last committed. Of the female major offenders, 94 per cent. had no trades.

While Manual Training does not as such attempt to teach any particular trade yet it teaches certain principles applicable to all, and it might reasonably be expected to give an industrial bent by which the boy would be directed towards industrial occupations.

As regards the cost of equipment, the generous grants allowed by the Legislature materially lessen this. Taking the experience of those places that have had Manual Training for several years as a guide, it is difficult to find one where any regret is expressed for having undertaken the expenditure.

3. The most serious difficulty of all and one that is materially hindering extension is the scarcity of teachers. It is to be much regretted that more of our teachers do not take up this branch of the profession, but a large number of them are not, owing to financial reasons, able to spend another year in training after leaving the Normal School. They must at once begin some immediately remunerative employment. In my report for 1906 this was pointed out and as the same condition of things still holds I cannot do better than quote what was there written:

"The present regulations place a difficulty in the way of teachers wishing to qualify to teach manual training which in some cases amounts to a positive hardship. Many who are actively engaged in school, find it impossible to give up their situations and forfeit their salaries for one year and bear the expense of a year's training additional to that they have already received at one of the Normal Schools or the Normal College, notwithstanding the fact that many of them are anxious to qualify. Teachers entering the Macdonald Institute from the Normal Schools or the Normal College should have credit allowed them for the work already done at those institutions and a corresponding reduction made from the length of the course. A limited number of scholarships might be offered to first-class teachers in order to induce them to take up this work. If this plan cannot be followed some such method as now outlined must be carried out. The circumstances in which many of these teachers are placed make it quite possible for them to obtain instruction in local shops and factories in the use of the various wood and metal working tools. They can and are willing to attend summer schools either in Canada or the United States to further supplement the instruction thus received. As the Department now holds examinations to qualify Specialists in Art, it should institute an examination of somewhat the same type to qualify Specialists in Manual Training. Such an examination might consist of the following branches:—

1. A practical examination in teaching a class in wood or metal work.
2. Accomplishment of a prescribed course of reading on the pedagogical side of Manual Training.
3. A written test of knowledge of timber, tools and processes.
4. A practical test on mechanical drawing.
5. A practical bench-working test.

Work of Students, Owen Sound Collegiate Institute.

The same conditions as at present exist should be maintained, that is, only Normal students should be allowed to take the examination. Last year over 1,000 students were examined by the City and Guilds of London Institute, under similar conditions to those mentioned above, for the teacher's certificate in Manual Training. The examination in this subject by that body takes two years and the certificate is only granted to those who succeed in passing the final examination."

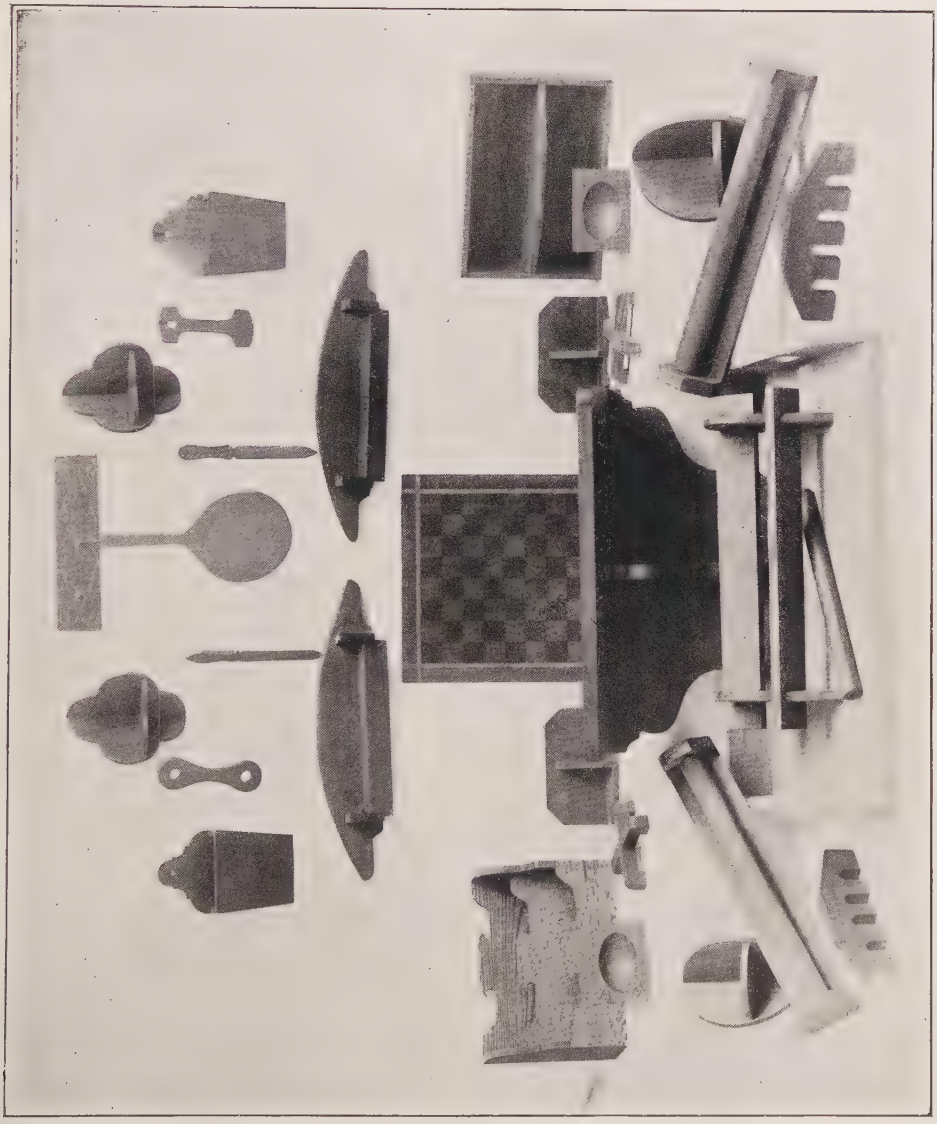
In connection with Manual Training classes the following points require attention:—

1. Every Manual Training room should be provided with a demonstration gallery. In every well conducted class lessons are given on timber, mechanical principles involved in the construction of tools, and demonstrations of various tool processes. In speaking of the teacher of Manual Training, Calvin Woodward has said: In the first place he believes it his chief function to teach. His pupils are not to be left to find out for themselves how the various tools are to be used, how they are to be kept in order and how certain processes are to be analysed. He would no more leave them to thus teach themselves than he would give them pen, ink, and paper and leave them to learn penmanship by themselves, or than he would give an ignorant sailor a sextant and leave him to find out how to determine a ship's latitude and longitude by constantly trying. Tools are not what they are through accident or caprice; they are the products of ages of thought and experience and there are right ways of using them. There is a teachable art in handling the chisel, the gauge and the file as there is in using a table fork, a tennis racket, a drawing pen, a violin and a crayon. Moreover as he has a score or more pupils to teach he teaches them as a class and not individually. This enables him to make his instructions much more systematic and full, and it leaves him time to observe whether his instructions are followed. The class lecture is therefore almost a daily feature in his shop. It may occupy fifteen minutes or only ten, but while it lasts it must absorb the undivided attention of every pupil. During his demonstration his room must be noiseless, and he must have at hand tools, materials, drawings and blackboards. . . He teaches the theory of every tool, how it is to be put in order and kept so; he shows just how it is to be used, and when he analyses a complicated operation into a series of simple steps, and points out the logic of this arrangement, he warns his pupils of peculiar difficulties and dangers; he leads them to see that drawings may not only represent the details of form, but the order of construction. Gradually he helps them to build up a habit of careful analysis and a love for system, precision and plan.

The usual method of giving these lessons in this Province with the exception of one or two places is to crowd the class round one or two benches while the teacher demonstrates on another, but by far the most satisfactory plan is to provide a small gallery on which 20 or 24 boys may sit and closely watch the demonstration that is being given. This is the plan now followed in the best and most scientific schools.

2. Home work should be encouraged. I am well aware that the best educational practice is to discourage home work, but this subject differs materially from those generally prescribed. In advocating home work I do not mean, of course, that the teacher should prescribe certain things to be done by the boy at home, but that he should stimulate and encourage his students to look around their homes and seek opportunities to make their work useful to others, and to suggest work along these lines.

If it can be afforded the boy should be encouraged to purchase tools, such a simple home kit as illustrated, or if not, a plane one week, a chisel the next, a saw the next and so on. Benches can be bought cheaply, or in some cases boys have made rough benches and fitted them with a vise, on which they have done quite satisfactory work. In some of our best schools this encouragement has been given and the results have been very beneficial.



Wood Work, Owen Sound Collegiate Institute.

The true teacher of this subject does not lose his interest in his students directly they get outside the room. In some schools I have seen a list posted up containing suggestions for this home work. The following notice was taken from a bulletin board in a New York Public School, and will give some idea of what is meant:

Home Work in Wood.

Suggested List of Models to be Made with Home-kit of Tools.

1. Boats—canoes, tugs, and sail boats, electric launch.
2. Wagons—various shapes and purposes.
3. Doll's house.
4. Toy furniture—chairs, table, cradle, etc., for doll's house.
5. Window box for flowers.
6. Nail box, knife box, salt box. etc.
7. Toy train of cars, locomotive, etc.
8. Brackets and shelves.
9. Games—bean-bag, board, quoit peg, shuffle board, etc.
10. Water wheel, wind mill.
11. Kites.
12. Wall desk—ink stand, pen rack, etc.
13. Book racks and shelves, standing and hanging.
14. Picture frames.
15. Cabinet of drawers (small) for kitchen, etc.
16. Shoe blacking-box.
17. Puzzles—("cut-up"-maps, pictures, etc.)
18. Toy theatre.
19. Tool box.
20. Sled.

For Boys Living in Country

Bird houses, traps, bait-boxes, etc.

The Home Kit of Tools.

In General Order of Their Necessity.

1. Knife.
2. Hammer.
3. Try square.
4. Cross-cut saw and back saw.
5. Screw driver.
6. Smooth plane.
7. Chisel.
8. Block plane.
9. Rip saw.
10. Brace and bits.

Also a rule and oil-stone.

Nails, screws, sandpaper, and glue.

No teacher who knows his business will dream of copying this list for his own particular centre, but will make such modifications as are called for by the peculiar requirements of the district in which he is working.

3. More attention is being paid to drawing and lettering, but there is still room for much improvement. Our teachers have not yet recognized to the full extent the vast importance that is attached to drawing in industrial life. There is always a strong desire on the part of the boy to spend all his time on constructive work at the bench and the teacher too often consents to this being done. The work so far is voluntary. The boy or his parent may choose whether he shall take it or not, and in some cases the teacher thinks the boy will not attend unless he be allowed to do only such work as he wishes. If the High School Principal be unsympathetic, as has happened in one or two cases, owing to the work being taken against his wishes, and allow the boy to attend the class or to go fishing there is some excuse for

this attitude on the part of the teacher. In every school there is a certain number of boys that have to be made to do things for their own good and Manual Training, attractive as it generally is, can scarcely claim to rival skating, or fishing, or roaming about the streets to boys of this type.

The subject is not compulsory, but if boys elect not to take it, they should be in school at other work while the remaining boys are taking the Manual Training. The choice should never be between Manual Training and a holiday. When the boy has to choose between this and other subjects, the choice is not often in doubt.

Model Bedstead, made by Owen Sound Manual Training Students for use in Household Science Classes.

The teacher of "Art" in the High School generally considers it beneath his dignity to touch the subject of mechanical drawing. The attractiveness of "colour" and the intricacy of design blind him to the beauty of simple shape and form. Constructive drawing is thus generally left entirely to the teacher of shop work, and in the limited time at his disposal the task is not of the easiest, but the work must be done. The time will not allow nor is it necessary that each boy prepare an accurate working drawing of every piece of work he makes at the bench.

The principle of freehand sketching should be made use of. The ability to make neat and intelligible freehand sketches of pieces of work is probably more important to practical mechanics than the power of making finished drawings to scale. Comparatively few skilled artisans are ever required to undertake the duties of draughtsmen, but very many are called upon at some time or other to give expression to their ideas, or explain the requirements of their work by means of freehand sketches.

At other times it will be found advisable to allow the boy to work from blue prints in order that he may become acquainted with regular shop practice. Working drawings should give the boy some skill in the technique of drafting. It should give him familiarity with plans, the reasons for making them, and ability to read them. It should give the pupil the ability to make a working drawing, that is to represent objects in plan and elevation,

Galt Collegiate Institute.

and should familiarize him with the use of the drawingboard and drafting instruments. It should develop the power to analyse, to see in an object those parts which must be drawn to express its construction, and the ability to mentally assemble and conceive the completed object when the various parts are presented. It should cause the pupils to look upon working drawings as a form of expression, to be used frequently, a technical shorthand, avoiding the necessity of elaborate and involved explanations.

The appearance of the most carefully prepared drawing is often entirely spoiled by bad lettering. All letters should be printed, and the practice, so common in our schools, of titling the drawing by script should be abandoned. A simple form of letter should be used and all attempts at ornamentation forbidden. Careful attention to spacing between letters and words is one

Manual Training Room, Galt Collegiate In-[illegible]

of the secrets of good lettering. The title of the object drawn, name of each part, name and grade of pupil, and date of completion should be placed on every drawing. The accompanying illustration is a copy of the lettering sheet issued to the New York teachers.

Useful reference books for the teacher on this subject are:

New York State Course of Study, Albany.

Letters and Lettering, Brown, Bates & Guild, Boston.

Decorative Illustration of Books—Walter Crane, G. Bell & Sons, N. Y.

Alphabets, Old and New—Lewis F. Day, Scribner Sons, N. Y.

Decorative Lettering—Lewis F. Day, Scribner Sons, N. Y.

Alphabets—Strange, G. Bell & Sons, New York.

System of Easy Lettering—J. H. Cromwell, Spon and Chamberlain, N.Y.

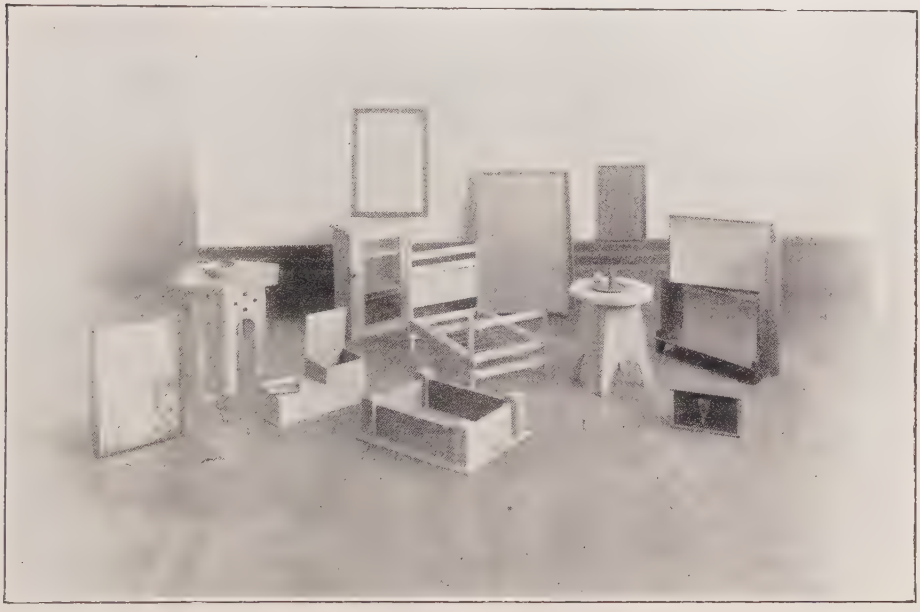
Wood Work, Galt Collegiate Institute. Teacher, Mr. C. Yeo.

4. Perhaps the most glaring defect in Manual Training courses the world over, ours amongst the number, is the lack of taste and true artistic spirit in the objects constructed. Attempts are being made in various sections to achieve beauty, but beauty is wrongly thought to consist of applied decoration—colouring, carving, pyrography, etc., and some of the results achieved are far from beautiful.

In construction, beauty should be sought for, first of all in simplicity of outline and suitability of form. More attention should be paid to form and shape, and all extremes of fashion avoided. Mission furniture carried to the extreme produces such results as are shown in the illustration "Furniture

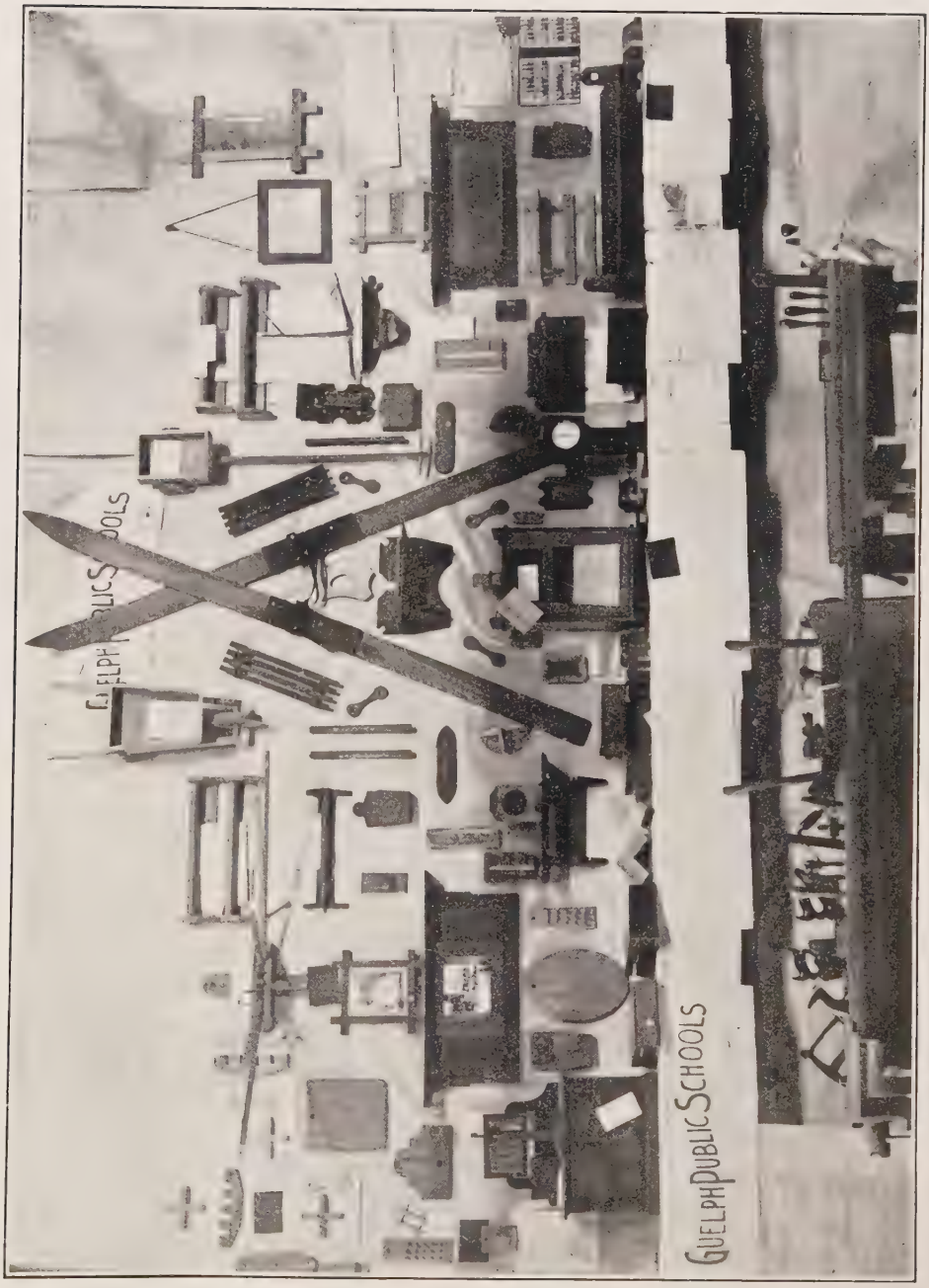
of Punishment." This sketch was made from an Austrian exhibit of modern furniture, and some of our schools seem to be trying hard to achieve the results there shown. The tendency of the times is towards simpler, cleaner and better furniture all the time. Elaborate carvings are out of place. A lot of embellishment and detail work may be thrown on to a piece with quite a freehand, but the graceful flow of simple lines in a plain piece of furniture requires the highest art. There is a demand for beauty even in common-place things, and that beauty can be achieved. A useful thing is more useful if beautiful and more beautiful if useful.

"About fifty years ago Cardinal Wiseman delivered a lecture under the title 'Relation of the Arts of Design to the Arts of Production.' In this he endeavoured to show that these arts are intimately connected in their nature, and should be so in their application. He held that a decay in art had come because of the fact that to a great extent this connection had been severed, and used a very striking illustration to show how this change had



Wood Work, Galt Collegiate Institute.

come about. He pictured the establishment of an art museum in England, one department of which should be filled with a complete collection of objects of purely classical Roman art of about the first century, including fine marble statues, Etruscan vases, bronze household utensils, engraved gems, and gold and silver coins of rare workmanship. He then assumed that some Roman gentleman of that period should appear upon the scene and should have the right to make such use of these things as his taste and the habits of his time would have dictated. With these in mind the Cardinal tells us that these objects valued by us purely as works of art, would have been disposed of by the Roman thus: The statues unless they happened to be those of his ancestors (in which case they would go into niches in his home) would have gone to his garden or elsewhere, merely as pieces of household furniture; the pictured mosaic floor would be used as we now use our floors, not to show as a picture, but to walk upon; of the Etruscan vases, he sends one,



Wood Work. Teacher, Mr. R. N. Shortill.

a water jar to the scullery, another, an oil holder, to the kitchen, and a third, which is a basin, to his dressing room; the bronzes go, some to the kitchen, some to the other apartments—all are articles of common usage; the gems he wears as ornaments, and the coins he naturally puts in his purse, since to him they are the money in daily use. Thus the Cardinal showed how these articles, from our point of view far too rarely beautiful and sacred for any other use than as models of artistic taste, were to the former owners ordinary utensils, adapted to every day rough service, because at that period of Roman history a perfect understanding of the uses and benefits of the applied arts prevailed, so that almost everything that was made, was by a certain necessity made beautiful. No distinction obtained between the arts of design and the arts of production, and because of this every artist was an artisan, and every capable artisan an artist. To show further how vital is the influence of this union, the lecturer instanced from history the instructive examples of men who produced the greatest art works of their day—in some instances of all time. Thus the great Benvenuto Cellini, Lucca della Robbia, Brunelleschi, and others have shown to the world how the highest artistic genius has felt itself not demeaned by the roughest work of the forge, hammer or chisel. From this we have those rare gates to the chapel of Henry VII. in Westminster Abbey, worked by Torgianio, a contemporary of M. Angelo. From such instances, as from the work of Hoffman, of Nuremburg, creator of 'The Beautiful Fountain' at once artist and a craftsman, or Matsys, of Antwerp, the artist-blacksmith, or Kraft the artist mason, maker of the wonderful stone stair in the church of St. Lawrence, at Nuremburg, we learn that the union of these qualities of designer and workman in the same individual man is historically co-incident with the greatest art production. Most conspicuously was this true with the greatest of all artists, the incomparable Michael Angelo; but indeed, not confined to any branch of art, this truth prevades the whole realm of it and characterizes nearly all its great examples. The walls of houses in ancient Rhodes, Pompeii, and Herculaneum were decorated by the greatest artists of the day. Raphael himself, thought it not beneath his dignity to decorate a gallery."

It would not be difficult to show that many collectors of art objects attach much more importance to beauty of shape and form than to any applied decoration. Those wonderful collections of old pewter and silver owe their chief charm to this feature, and added decoration is thought to detract from their beauty. I ask then that greater attention be paid to this matter, and that no decoration be applied except to soundly constructed pieces, and only then when it will form part of the function of the object.

5. Sufficient attention is not paid to the value of time and the cost of material. In fact these calculations hardly ever enter into the calculations of the Manual Training room. I pointed out to the teachers assembled in conference last Easter the desirability of taking more notice of these important elements. A prominent manufacturer said recently, "My harshest criticism of our present Manual Training work in our public schools is, that the boys and girls do not have a proper appreciation of the value of time and the cost of material. I will take a boy into my shops and will make him do twice as much as you can make him do in the same length of time."

While there is a large amount of truth in this, there is still something to be said on the other side. The conditions are different. In the shop the boy does not feel sure of his place. If the quality of his work be not high enough, and the output sufficient, he risks discharge and knows that another

Lansdowne Public School, Toronto.

is ready and willing to step into his place. In the school he runs no such danger, and means are constantly being taken to encourage him to do his best. In the shop the performance of the same work over and over again renders it in the end more or less automatic, and the frequency with which one operation is performed tends to speed. In school, as soon as the boy can do one thing well, he is given a new problem, and the different steps in the process have to be thought out. But after all is said, we all know that there is more or less waste in both time and material and our efforts should be directed towards overcoming it.

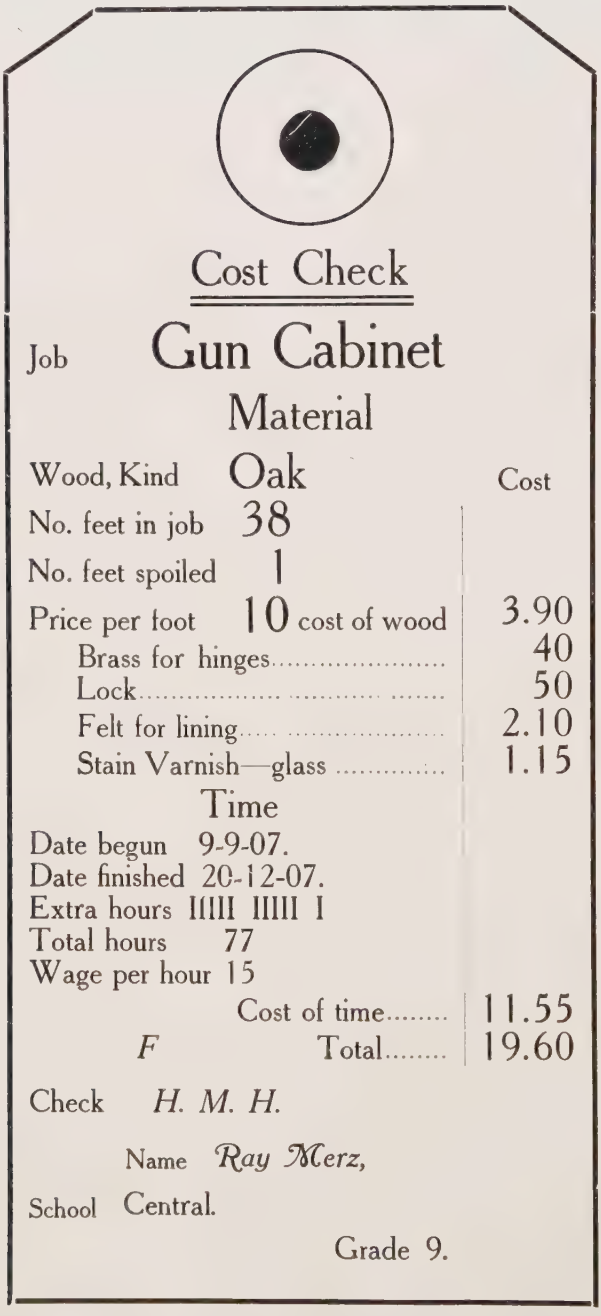
Book Case and Writing Table, Woodstock Collegiate Institute. Teacher, Mr. J. S. Mercer.

The Director of Manual Training in Pueblo, Col., adopted the following plan. A cost check was used and handed to each boy on the commencement of a piece of work. These contained various headings suitably arranged as follows:

Job.	Miscellaneous.	Cost of time.
Wood (kind).	Date begun.	Total cost.
No. ft. in job.	Date finished.	Check (instructor's).
No. ft. spoiled.	Extra hours.	Name.
Price per ft.	Total hours.	School.
Cost of wood.	Wage per hour.	Grade.

Manilla shipping tags were used costing eighty cents per thousand, being tough and having the holes reinforced they can be hung on a nail or strung

on a wire. When the work is commenced, the tag is filled out as far as possible and then filed. When the work is finished the whole problem is worked out and submitted to the instructor for inspection. The various grades had



Cost Check

Job Gun Cabinet

Material

		Cost
Wood, Kind	Oak	
No. feet in job	38	
No. feet spoiled	1	
Price per foot	10 cost of wood	3.90
Brass for hinges		40
Lock		50
Felt for lining		2.10
Stain Varnish—glass		1.15

Time

Date begun 9-9-07.
Date finished 20-12-07.
Extra hours IIIII IIIII I
Total hours 77
Wage per hour 15

Cost of time	11.55
Total	19.60

Check *H. M. H.*

Name *Ray Merz,*

School Central.

Grade 9.

different values assigned to their work ranging from seven to fifteen cents. The boys were found eager to discover all the facts relating to their work and when the cost of an article, that could be bought for one dollar, was

found to run up to three or four dollars the boy did not need to be told that something was wrong. In this way the teacher can keep a record of the work done and make comparisons on the work of the same boy at different times in his school career. The tags may be kept in card index form.

Of course some may object to this plan on the ground that too much is made of dollars and cents, and that it is calculated to ruin the high ideals that should be the sole purpose of this work. But the sooner some of the so-called ideals of Manual Training are allowed to go by the board, and the work brought down to practical life the better it will be for all concerned. The standard of cost is the one that will appeal to the boy, most of all. He hears about it every day, and knows thoroughly what it means. There is no danger of the work suffering from the adoption of some such plan and a glaring defect, and one that is causing much criticism from practical men, will be removed.

6. More direct connection should be maintained with industry by periodical visits to local shops and factories. Such visits would do much to give the boys some idea of various industrial processes, and some elementary knowledge of the organization of a modern shop. In the large industrial centres such as Hamilton, Berlin, Galt, etc., such visits could be well undertaken. The students should always be asked after such a visit to give a written account of the points noticed. Before going, a general talk should be given by the teacher on the nature of the industry, calling attention to the salient features, and offering suggestions in regard to the matters to be enquired into.

Manufacturers, if applied to, and the purpose of the visit stated clearly to them, would probably offer facilities. Shop conditions and school conditions are entirely different, and it is essential that the boy who is to enter industrial life should have some knowledge of the conditions under which he will have to work. An experiment in introducing shop conditions into a modern school has recently been tried in Boston. On May 6th, 1907, the following resolution was passed by the Boston School Committee:—"That the Superintendent be authorized to designate one or more boys' elementary schools in which the course of study may be experimentally modified for the purpose of determining in what way these schools may become more effective in training pupils for industrial pursuits, while at the same time maintaining their efficiency for preparation for high schools."

A certain school was chosen, and in response to a circular sent out to the parents a large number of applications was received. The course included shop arithmetic, working drawing and manual training in addition to ordinary subjects. A class of fifty boys was formed, divided into two sections of twenty-five each, and each section worked in the shop one hour of each school day. In settling the character of the work and in determining the articles to be made the fundamental principle that everything must conform as closely as possible to actual work in real industrial life was adopted. The work turned out must be useful, must be needed and must be put to actual use. It must be an article which can be produced in quantities. The methods adopted must be those of the shop, and both the method and the resulting product must be subjected to the same commercial tests as far as possible as are applied to actual industry.

The grade chosen for the experiment was grade six and as these boys in grades four and five had taken cardboard construction it was decided to commence the industrial work with box making. It was found that boxes costing three-quarters of a cent were being used by the education department of the city in sending out to the various schools certain supplies, and the classes undertook the manufacture of several hundred of these boxes.

Made by Finlay Smith and Harry Liddell, Senior Fourth Boys, Cornwall Model School.
Teacher, Mr. S. J. Keyes.

First, a sample box was taken and its use, material of which it was made, and the details of its construction carefully studied. Attention was directed to its dimensions and the necessity for accurate construction in order that all might be alike. Each boy then made one entire box, performing all the operations of drawing, cutting, scoring, glueing, staying corners, pasting, covering, etc. After this, a talk was given, with the necessary demonstrations, in order to show the necessity of employing "industrial methods" which would result in greater economy of time and material. Jigs were made for expediting some of the operations and for securing greater uniformity. Different groups were formed of from two to six boys each, thus giving an idea of team work. Each group performed one of the several operations involved in the making of the box or the cover. There were the box cutters, cover cutters, stayers, pasters, fitters, and gluers, assemblers, inspectors, packers, and counters. Some were appointed assistant teachers and in fact served as foremen. This of course took time, and was not accomplished

Work of Junior 4th Boys, Cornwall Model School. Teacher, Mr. S. J. Keyes.

all at once, but by the time 750 of these boxes were made and had passed inspection and had been packed ready for the supply team the boys had gained some ideas on five points of superiority that the industrial method had, when considered from a production standpoint, over the method employed when each boy made the whole of a single box:

(1) There was a greater economy in the use of material.

(2) Much time was saved, as it was not necessary to lay aside one tool and hunt for another when one operation was completed.

(3) That skill increased very rapidly by performing the same operation many times.

(4) That is each operation a standard was fixed to which all had to reach.

(5) That the perfection of the whole depended on the perfection of the parts, and that it was not possible to turn out a good box if any of the group boys did bad work.

In Manual Training we have long contended that the frequent repetition of the same movement is not educational, since it becomes practically automatic, and can be performed without thought. But those who conducted and are still conducting this experiment, declare that the boys take an ever increasing delight in their work as they become more skilful, and it may well be that the thought that is taken from the process, if any, is expended on the product. In order to combat this long held opinion, the groups were frequently changed so that in the end the boys had performed several, if not all, the various operations, in addition to the making of the complete box in the beginning.

Made by Senior Third Boys, Cornwall Model School.

The same method was next employed in the making of a finer and more delicately constructed box of which several hundreds were made. In the first case the boys were chosen for the different groups with regard to individual ability, and the difficulty of the various operations; but in the second case the boys were taken just as they came, and a foreman appointed for each group. A system was adopted by which it was possible to fix responsibility for poor work.

After the completion of the second box, calculations were made to discover the increase of efficiency and it was found to be about 400 per cent. About 475 vellum covered pencil boxes have been made for use in high school drawing classes, and about 800 book covers of vellum with leather

Made and Decorated by Miss H. Warrington, Teacher in Cornwall Model School.

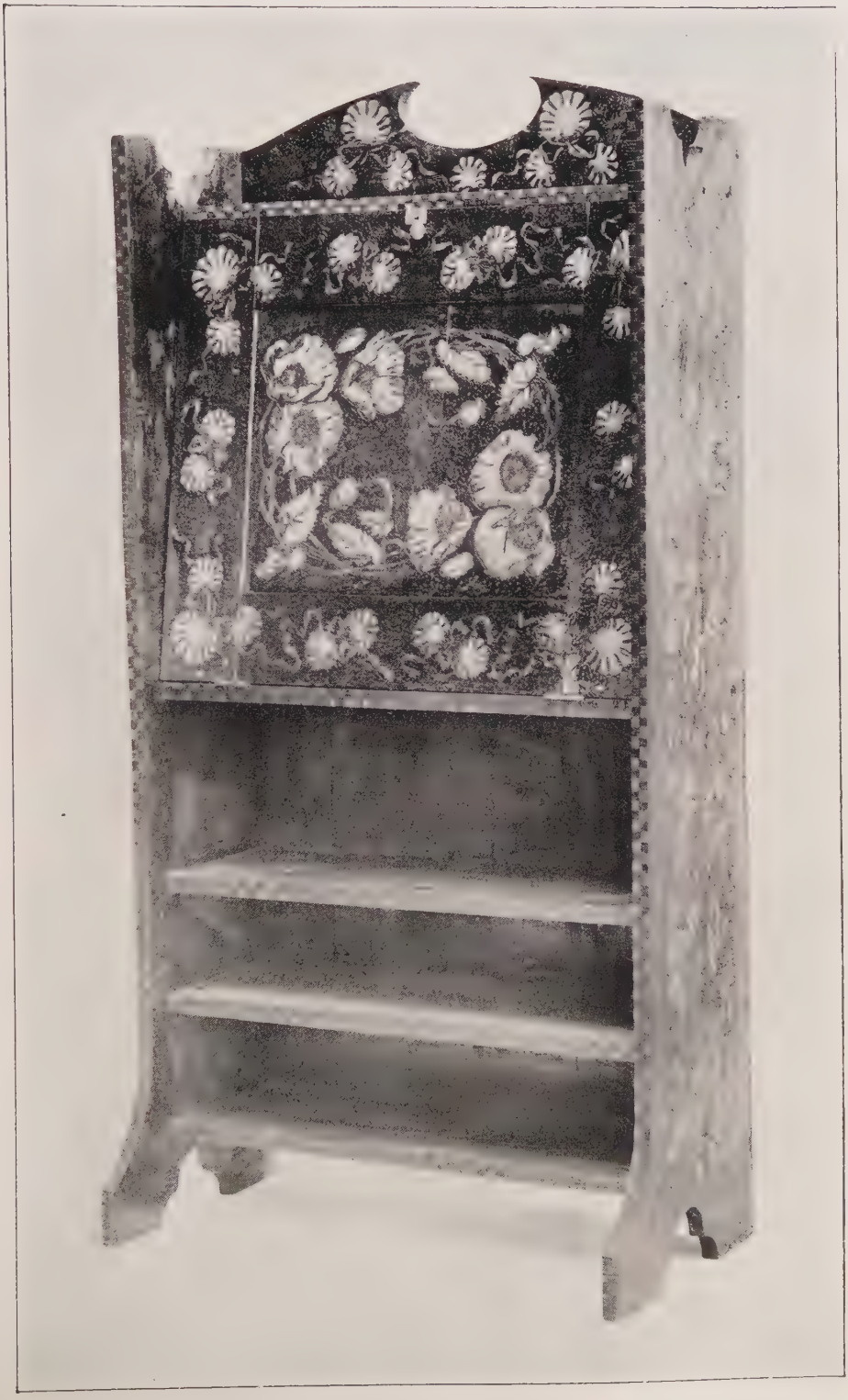
backs and corners. The time is taken from manual training, drawing and arithmetic, but up to the present it has not been found that anything is lost. Each boy keeps a careful record of time, material, and output, and calculations are based on these.

The results of this experiment so far have been highly encouraging and it will be continued and extended. One of the objects of the promoters

Made by Senior 4th Boys, Cornwall Model School.

of this experiment is to prove that the place to begin industrial training is in the public school, and as far as it has gone it has succeeded in doing so.

7. The benches installed in the majority of cases are proving altogether too light and flimsy to stand the strain they have to undergo. In some centres 300 boys are at work every week, which means that fifteen different boys use each bench. Under these conditions the bench requires to be firm



Made and Decorated by Miss Warrington, Cornwall Model School.

and rigid. The adjustable top found in so many places should be abandoned as it leads to a considerable loss of rigidity. If it is necessary to provide for boys of small stature, it is best done by a low platform on which the boy may stand while at work, and which can be placed under the bench when not in use. A rapid acting vise is a great convenience where the funds available will allow. Nothing is gained by the provision of cheap benches, as they are constantly out of order, and prove an endless source of annoyance to both teacher and pupil. A teacher's time is too valuable, and he is engaged in far too important a work, to allow him to spend part of it in repairing badly constructed benches.

A bench containing several novel features has been designed by Mr. A. J. Rostance, of Lansdowne School, Toronto. It is fitted with a rapid acting vise, is soundly constructed on correct mechanical principles, and has every appearance of rigidity and strength. I should like to see this thoroughly tried in one of our schools, as it is never safe to pass final judgment on any bench until it has undergone the test of actual working conditions. Supposing it should fall down under test, which is not at all likely, it could not possibly be worse than some of the benches it might replace. An illustration of it is shown.

8. Though Manual Training methods are not fixed, and should not be, there seems to be a tendency in some of our schools to obtain a course of models and carry on the same year after year without any change. Now change should not be advocated for the sake of change, but any course of models or projects that remains the same for two successive years has failed to make use of the experience gained during the first year of its working.

New methods of working, modification of outline, new subjects for experimentation, new methods of finishing, etc., are continually revealing themselves and these revelations should be made use of without stint.

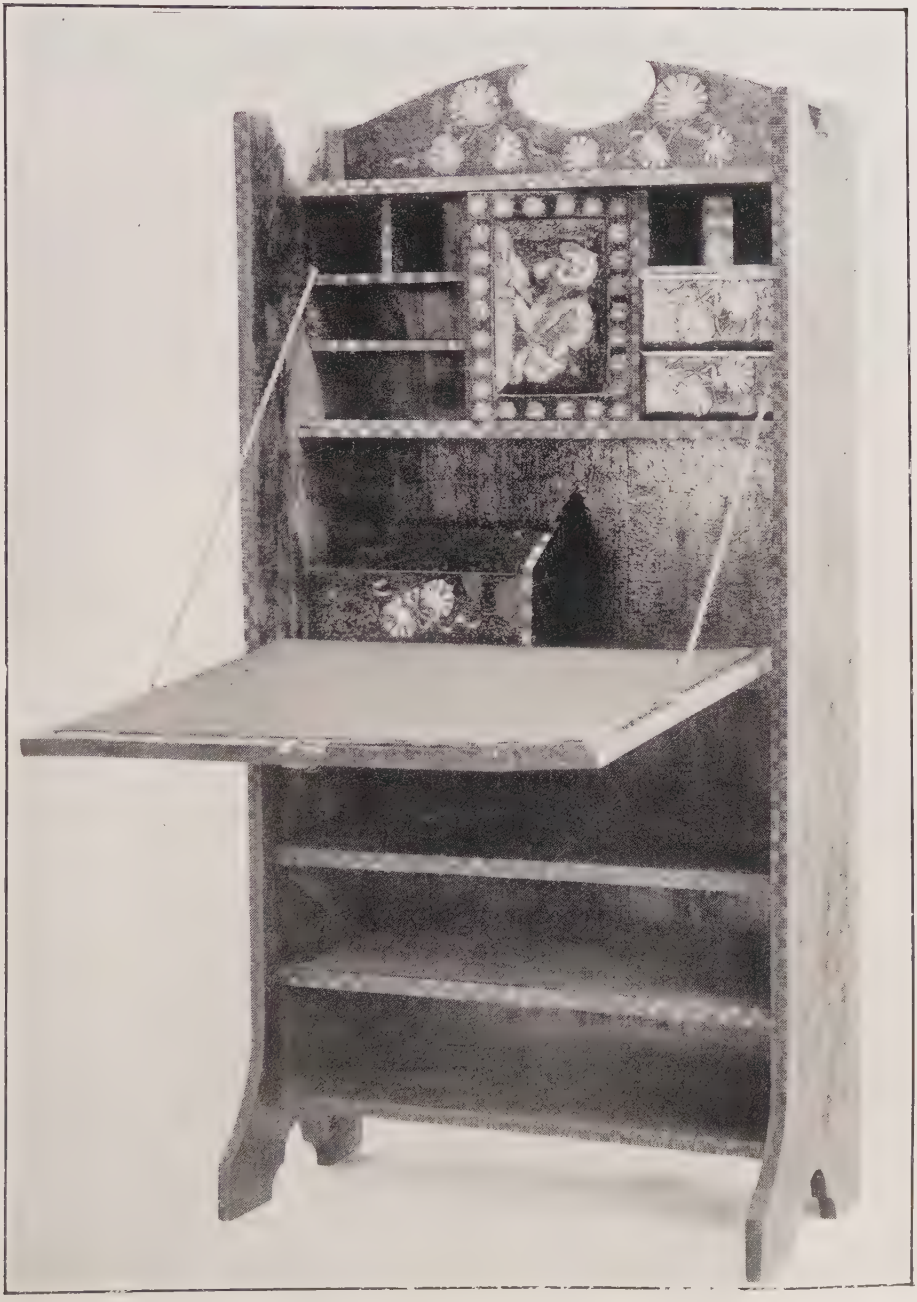
One becomes tired of seeing year after year all over the Province the same old work being done in the same old way. If variety is the spice of life we want more life in some of our Manual Training rooms. There are two kinds of work which have been left almost entirely alone in our schools:

1. Mechanical or moving toys.

2. Working models involving scientific or mechanical principles.

Toy making as a form of Manual training for young children has many advantages and some disadvantages. The skill developed in the use of tools is just as great, at least, as that developed in the making of the more formal models. The interest taken by the pupil is much greater, more materials and operations are called for, but the models are somewhat more complicated. There are not many one piece toy models. They are generally made up of a number of parts. An excellent article giving full details and directions for work of this character is to be found in the year book of the Council of the Supervisors of the Manual Arts for 1907.

In his famous book on Adolescence, Stanley Hall has severely criticised the usual course in Manual Training and his suggestions as to toys and scientific apparatus provide a useful line in which to work and experiment. Water-wheels, sand-wheels, pile drivers, windmills, boats, string winding machines, models of local bridges, etc., are examples of the latter class. "Manual Training made Serviceable to the School," by Dr. Goetz, and various articles in the "Manual Training Magazine" give much help along these lines. In describing work of this character an instructor in the United States writes, "The results of such work, as has been suggested above, through a period of more than five years, have been so favourable, that when I recall the more formal models used in many schools, and in my own in



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earlier years, I confess some astonishment that they can furnish any interest of incentive to a boy. But I suppose it is something like the problem of existence, if the growing organism cannot get the food best suited to its growth, it manages to subsist for a longer or shorter time on inferior food. Then, too, the mere chance to handle tools and shape material is of considerable interest to most boys, and an enthusiast can arouse interest in almost any subject. But our problem as Manual Training teachers is to find models which are rich in interest to boy life and which touch in as many points as possible the larger life of the world into which he is growing. If the work appeals to him as something worth doing he will put into it his best thought and effort."

Vocational Training for Elementary Schools.

"There is a growing feeling of inadequacy in the existing public school system to meet fully the need of modern industrial and social conditions. The opinion was expressed by many speakers that the schools are too exclusively literary in their spirit, scope and methods. When there was any pronounced opinion there was a vague feeling of dissatisfaction with results. They (the people) hesitate to criticise and are far from desiring any revolutionary change, but they are enquiring with open minds, whether some modification may not be possible, by which the schools may reach in a more practical way the great body of children and youth." These words are from the report of the Douglas Commission of Massachusetts. This report started a wave of thought, directed towards industrial or vocational training which is fast spreading throughout the United States and has begun to invade our own Province. It evinces a desire towards more definite trade teaching than is given in our Manual Training schools. Manual Training never professed to teach trades, in fact it held them aloof and boasted loudly that it did not do so. It is claimed, however, that it gave a direct bent towards industrial pursuits, but even this claim cannot be substantiated. It was found that out of 2,437 graduates of Manual Training High Schools only 52 or $2\frac{1}{2}$ per cent. are found in any of the mechanical industries.

Any hand work that is found in the elementary school is based on the theory that it is a stimulus to the intellect, just as much as the other studies, rather than on the assumption that all the world must work, and that labour with the hands is quite as respectable as, and in general much more remunerative than, work with the head. It does not lead to a trade, it prepares for the higher Manual Training work in the Collegiate Institute, and that leads perhaps to the School of Mines or the Faculty of Applied Science at the University of Toronto, and that again to one of the engineering professions.

It is well known that a large number of boys who enter the Public Schools leave without completing the course, being forced by necessity or choice to enter some remunerative employment, and the course as now arranged offers them nothing in the way of vocational training.

The elementary curriculum lays its greatest stress, as it always has done, on subjects of general culture. None of the studies touches directly the industrial environment of the pupil. It stresses mental rather than manual achievement, and trains thinkers rather than doers.

The boys who leave the elementary school before completing the course are those not mentally strong enough to take the work arranged for the higher grades, those who leave because of financial necessity, and those who do so because their inclination towards vocation is too strong to be resisted. The

Made by Boys of Senior Fourth Class, Cornwall Model School. Mr. S. J. Keyes, Teacher.

boy from fourteen to sixteen is not welcomed as an apprentice or learner in any trade. He takes a position as errand or messenger boy, or, if allowed to enter a factory, is set to some unimportant mechanical work and paid a low wage. Between fourteen and sixteen the boy is learning nothing which will increase his productive efficiency.

In the words of the report above referred to, "For the great majority of children who leave school to enter employments at fourteen to fifteen, the first three or four years are practically waste years, so far as the productive value of the child is concerned, and so far as increasing his industrial and productive efficiency. The employments upon which they enter demand so little industrial skill that they are not educative in any sense. For these children, many of whom now leave school from their own choice at the completion of the seventh grade, further school training of a practical character would be possible if it prepared for the industries. Hence any scheme of

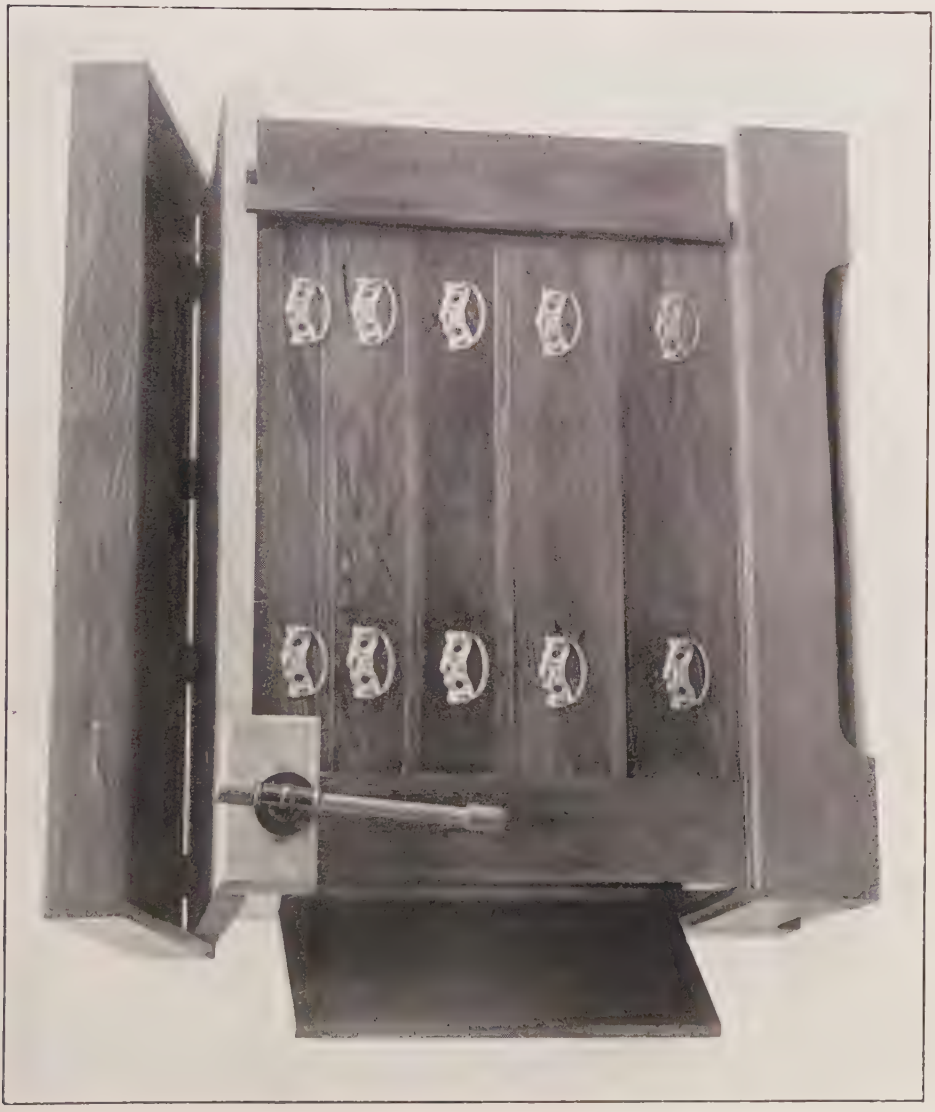
Made by Miss Warrington, Cornwall Model School.

education which is to increase the child's productive efficiency must consider the child of fourteen."

Preparation for vocation could be given with advantage in the elementary school. The pupils are most inclined to leave in the sixth, seventh and eighth years and it is during these years that a vocational course would be found of direct value. This should be an optional course. It should offer in the sixth year considerable hand work, which should be still more stressed in the seventh and eighth years. Bench work in wood, wood turning and pattern making, and in addition, English, penmanship, geography, history, elementary science, arithmetic and drawing should be given.

These subjects should be treated almost entirely from the industrial point of view with emphasis on the parts they have to play in the industrial world. In any occupation a boy would have to work at least eight hours a day and in a course of this kind he might reasonably be expected to work seven.

The shop work of this course would teach the boy the use of common tools, make him acquainted with the handling of the speed lathe. Pattern making would afford a valuable general vocational training. The lathe requires a certain amount of skill and dexterity and serves as a general introduction to machinery in general. In the last year of such a course there



Cabinet Bench, made by Teacher and Senior 4th Boys, Cornwall Model School.

could be offered brass turning on the speed lathe and bench work in chipping and filing. The following is a course for such a school or class, drawn up by Dr. Haney, of New York, from whom some of the above particulars are gathered. It has been somewhat modified in order to more nearly approach our Canadian requirements.

English.

6th year.—Composition: Oral and written; Reproduction; reports and descriptions; business letters. Penmanship: Exercises to secure speed and legibility; business forms and copy. Reading: From readers, books and trade papers. Spelling: Selected words; Use of dictionary.

7th year.—As above.

8th year.—As above.

Geography.

6th year.—Canada and other countries of North and South America: reviewed with special reference to resources, industries and occupations, products, commerce and means of transportation.

7th year.—Europe, Asia, Africa and Oceania with special reference to the same points.

History.

6th year.—Canadian and British history to the time of Confederation with special emphasis on the industrial development of the country, inventions and discoveries and their results.

7th.—Canadian and British History from Confederation; Organization of Labour Unions, Manufacturers' Associations, Boards of Trade, etc.

Arithmetic.

6th year.—Common and decimal fractions and their per cent. equivalents; problems involving the mathematics of shop operations.

7th year.—Percentage and its application; simple interest; problems in mensuration, and others involving shop operations.

8th year.—Ratio and simple proportion; problems in inventional geometry, and other problems involving shop operations.

Free-hand Drawing.

6th year.—Drawing familiar objects in outline; study of simple foreshortened faces, and quick sketches to give practice in judging proportions.

7th year.—Elementary principles of perspective, practically developed. Sketching foreshortened cylindrical and prismatic forms in outline with practical applications in drawing from simple machine parts.

8th year.—Perspective drawings from various details of construction: frames, doors, etc. Many quick sketches of familiar objects, followed by memory drawing of the forms in different positions.

Mechanical Drawing.

6th year.—Elementary principles of constructive drawing; simple working sketches, lettering, and dimensioning.

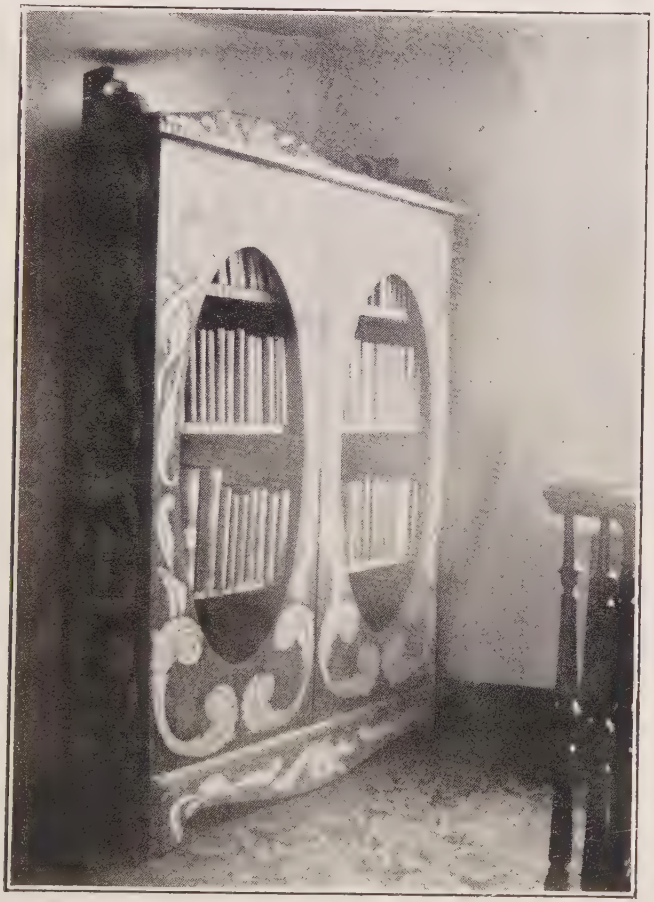
7th year.—Working sketches and mechanical drawings; use of instruments; scale drawing: lettering and dimensioning. Perspective drawings developed from plans.

8th year.—Mechanical drawings from simple pieces of machinery; working sketches: ink drawings. Perspective drawings from plans. Various practical problems, especially in the making of well-made free-hand working sketches.

Workshop Practice.

6th year.—Principles of elementary woodworking. Practical exercises in joinery; simple models, with particular emphasis on accuracy of construction. Elementary exercise on the lathe. Use and reading of working drawings.

7th year.—Simple problems,—pattern-making, involving the use of the lathe. Special emphasis on care and sharpening of tools, and on methods of shop procedure. Study of simple specifications. Visits to shops in operation. Use and reading of working drawings.



Made and Decorated by Miss Birnnie, Cornwall Model School.

8th year.—Exercises: Joinery and pattern-making, involving use of the lathe. Simple exercises in metal-turning and in chipping and filing. Study of working drawings, and simple specifications. Lessons in care of tools, and the elementary principles of shop economics and discipline. Visits to workshops in operation.

Physics.

6th year.—Properties of matter; forces and states of matter; study of mechanical powers, particularly in relation to industrial work. Mechanics of liquids and gases, illustrated with practical experiments.

Wood Turning, Stratford Collegiate Institute. Teacher, Mr. W. A. Adams.

7th year.—Study of heat and of the elementary principles of construction, of the steam engine and of the gas engine. Sound, laws of its production and propagation. Different types of telephones, light, source, and propagation; photographs, their nature and making.

8th year. Electricity and magnetism. Nature of fundamental electrical apparatus used in the arts; cells, electro-magnets, dynamos, etc.; the chemistry of combustion; destructive distillation; manufacture of gases, slow and rapid form of combustion as in rust and explosive compounds. Power, and its transmission. All principles to be developed in direct relation to industrial problems.

Nature Study.

6th year.—Study of tree growth, and uses of wood. Special emphasis on employment of wood in art and industry. Other plant products useful to man—cotton, linen, etc.; their methods of preparation and manufacture.

7th year.—Further study of principal natural materials used in art and industry; wool, coal, oil, clay, and principal building stones.

8th year.—Metals; their source of preparation. Nature of steel, methods of tempering and preserving; alloys, their composition and use; brass, Babbitt metal, pewter, etc.

Business Law.

7th year.—Elements of business law; nature of contract; relation of employee and employer.

8th year.—Partnership; legal forms; nature of lien, etc.

Physical Training.

6th year.—Gymnastic exercises and games, elementary lessons in hygiene, effects of alcohol and narcotics.

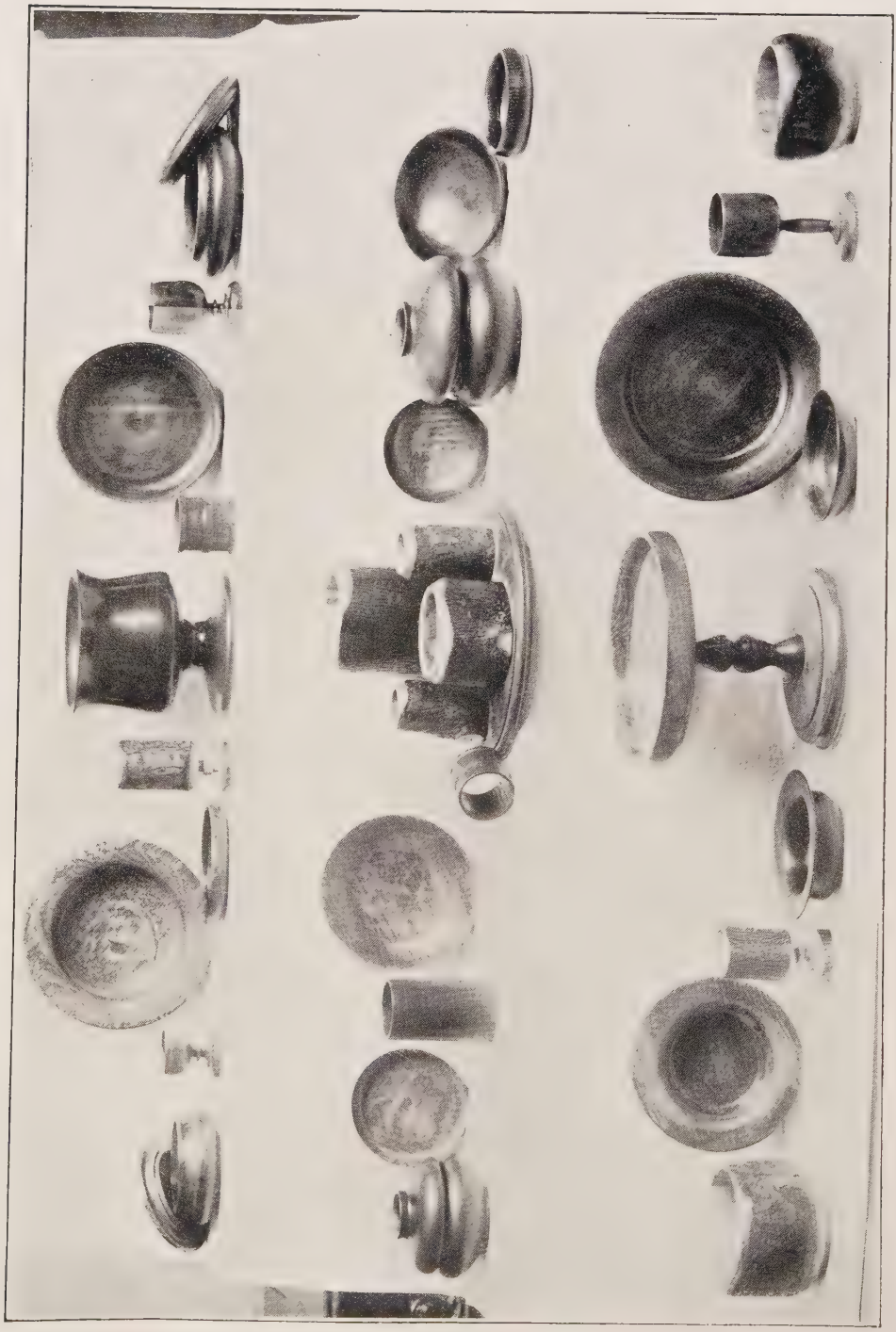
7th and 8th year as in 6th year.

The time division of the course suggested is as follows:—

Minutes per week.

——	6th year.	7th year.	8th year.
Opening Exercises	75	75	75
Physical Training	70	70	70
English	320	260	120
Penmanship	75	.....	.....
Geography	60	60	.....
History	60	60	.....
Arithmetic	180	120	120
Drawing—Freehand	200	200	200
Drawing—Mechanical	180	180	220
Shop Work	520	520	740
Physics	120	120	120
Nature Study	120	180	180
Business Law	.....	120	120
Unassigned	120	135	135

Such a course would be purely experimental but it is an experiment well worth trying and I should very much like to see some progressive Board of Education attempt it. If successful it would work a revolution in industrial training and if a failure it would be hardly less useful in showing us what to avoid in the future.

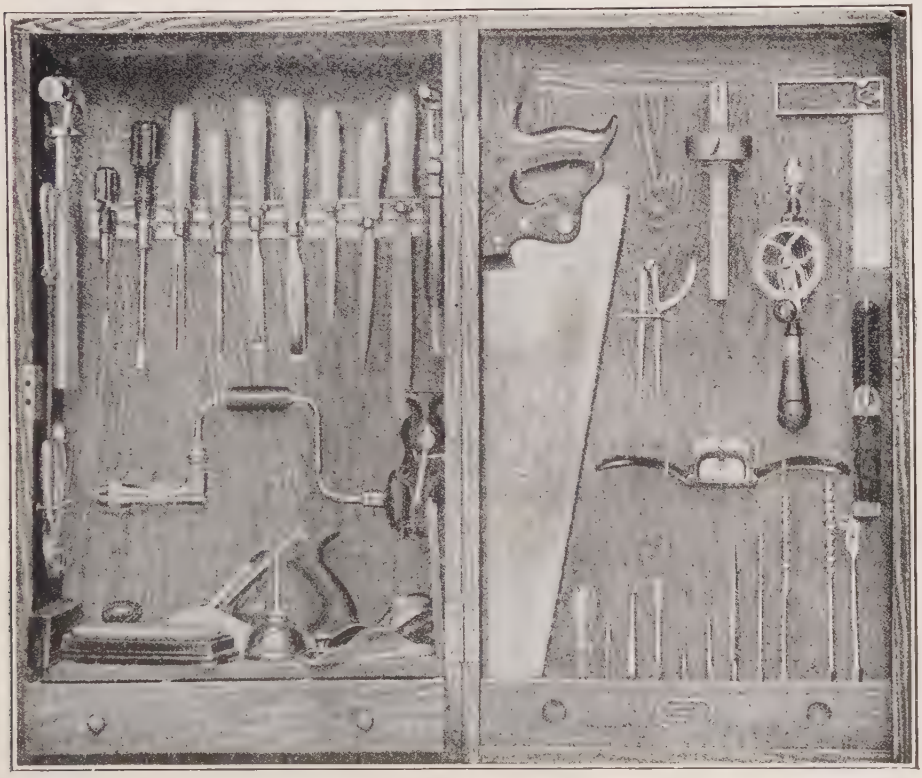


Wood Turning, Stratford Collegiate Institute.

Co-operation Between School, Factory and Shop.

Another plan that is being successfully tried is a union of school and shop. Probably the first scheme of practical co-operation between a school and a number of manufactures is to be found in Cincinnatti. At the University in connection with the College of Engineering, they have what is called a co-operative course in engineering, and the plan is that the student entering it, shall take alternate weeks in the shops, in the city, and at the University. About eighty young men are taking that course, so that each week there are 40 in attendance at the University and 40 in the shops.

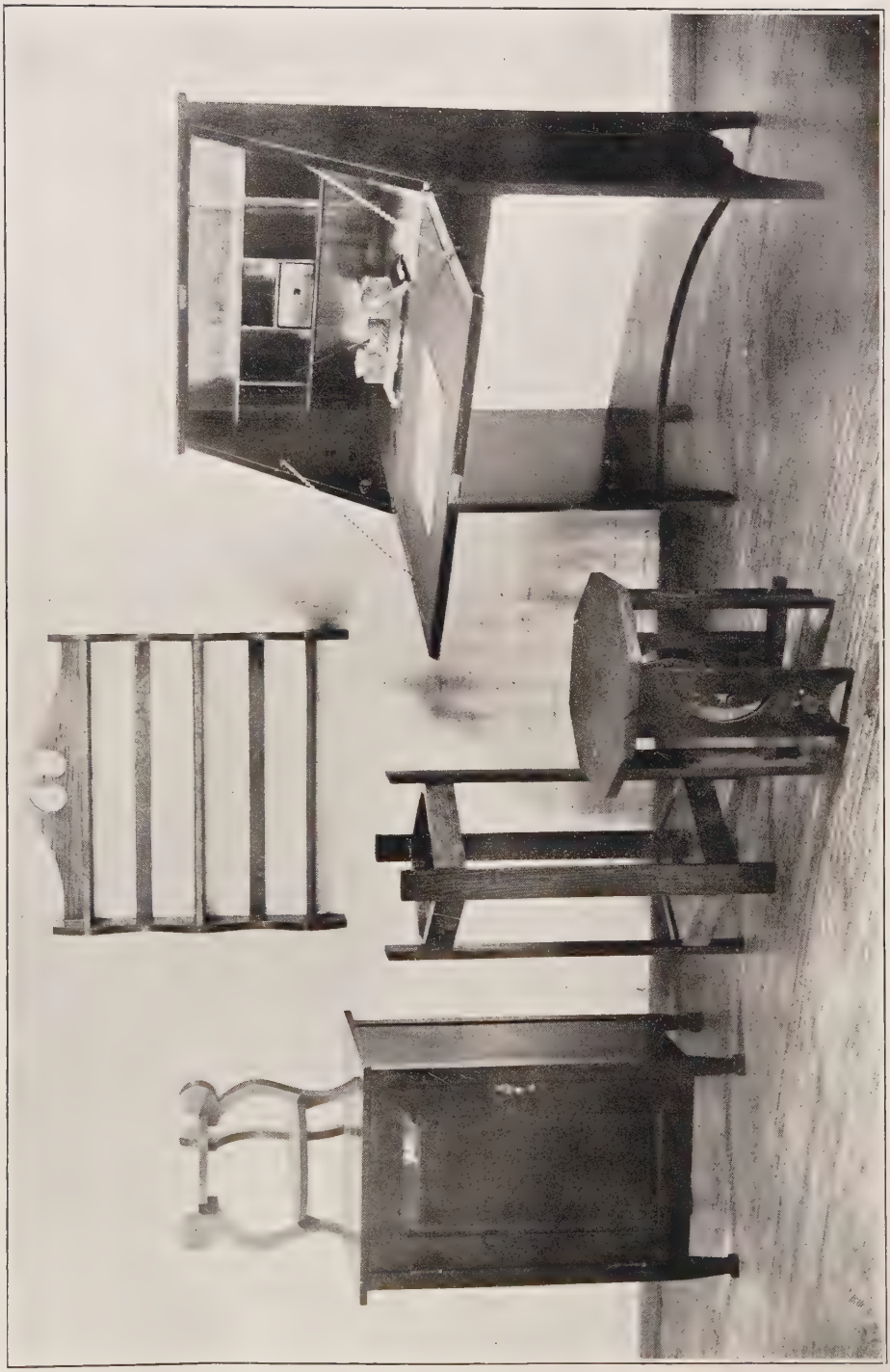
A contract is signed in triplicate by the shop, the University and the boy (represented by his parents) by which his course through the shop is deter



Home Tool Cabinet.

mined. In each shop he begins at the bottom and goes up through the various departments until he reaches the designing and sales offices. The course is six years in length. The regular college course is four years long, and the young man in the co-operative course, therefore spends three years in the University and three in the shops. In the college course nothing has been omitted, nothing abridged. On the contrary some things have been added. The University authorities claim that the class of young men they are dealing with can accomplish more work in three years than others can do in four, and they base this conclusion very largely on examination results.

Applicants for these courses are very carefully selected A student wishing to take the course must enter the shop on the last day of July preceding



Wood Work, Hamilton Collegiate Institute. Teacher, Mr. W. Bailey.

his entrance into the University, and remain there a certain period. If he is then recommended by the employer he is accepted by the University. The first year 75 applied and forty-five were placed in the shops. When the college opened only twenty-eight were admitted. In the second year out of 800 applications 50 were placed in the shops on probation and 45 accepted for the University. In January last they had over 500 applications for the course beginning last September, and expected fully 2,000. From this number not more than 70 were selected.

These young men are paid for their shop work, beginning at the rate of ten cents an hour and rising at the rate of a cent an hour every six months. They are paid only for the time in the shop, every alternate week during the school year and every week in the summer except two weeks' vacation. A number of the shops, however, are finding these men so valuable that they are paying them for the time they are at the University. The whole system demonstrates that a young man can be taught engineering in such a way that when he leaves college he has a good practical knowledge of the profession which he has chosen, he has a definite idea of the labour situation, he has good business sense and a thorough knowledge of the scientific principles underlying his profession.

The next stage is the adoption of this plan or a suitable modification of it into the High School, and this has now been done at Fitchburg, Massachusetts.

This course, patterned after that of the University of Cincinnati, is a form of an apprenticeship system, whereby boys receive instruction in the shop during one week, and instruction in the school the next week. The course is of four years' duration. The first year is spent wholly in the school, and during the other three years, the boys alternate weekly betweeen school and shop.

Any boy who is regularly admitted to the high school may, with the approval of his parents, elect this course.

The manufacturers take the boys in pairs so that by alternating, they have, at all times, one of the pair at work. Each Saturday at 11 o'clock, the boy who has been at school that week goes to the shop and learns on what particular job his alternate has been working, and how it has been handled in order that the work may be taken up without delay the next Monday morning.

Shop work consists of instruction in the operation of lathes, planers, drilling machine, bench and floor work and such other machine work, according to the ability of the apprentice, as pertains to the particular branch of manufacture of the shop where the boy is employed.

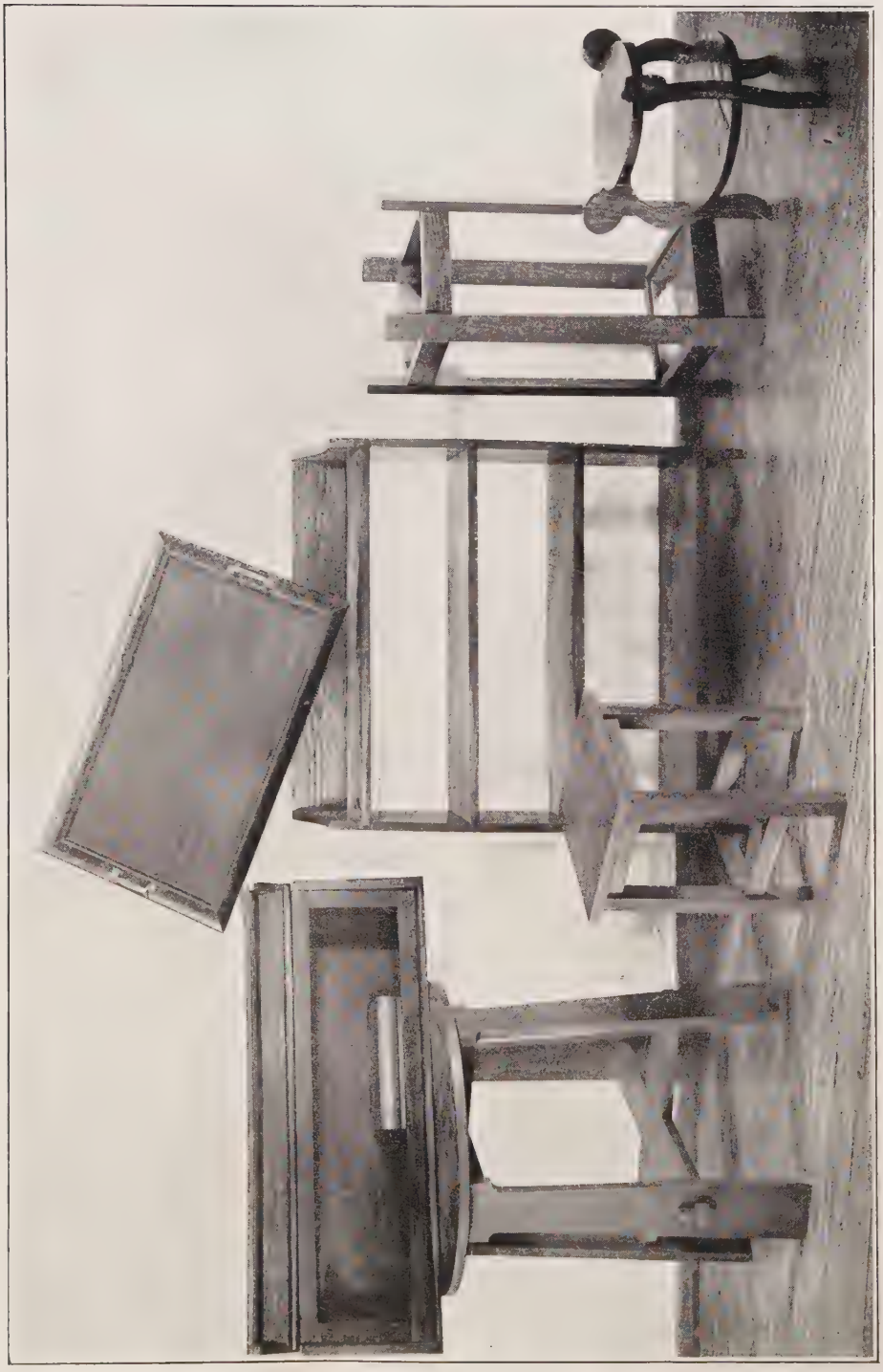
The co-operative school course is as follows:—

First year, all school work

English	5	periods per week
Mathematics: tables and simple shop problems	5	" "
Mechanics: simple machines	5	" "
Freehand and Mechanical Drawing	5	" "
Current Events	2	" "

Second year, school and shop work.

English	4	periods per week
Shop mathematics	5	" "
Physics	4	" "
Mechanism of machines	4	" "
Freehand and Mechanical Drawing	8	" "



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Third year, school and shop work.

English	4	periods per week
Shop mathematics	5	" "
Chemistry / Physics	3	" "
Mechanism of machines	4	" "
Commercial Geography and Business Methods	1	" "
Freehand and Mechanical Drawing	8	" "

Fourth year, school and shop work.

English	4	periods per week
Civics and American History	2	" "
Shop Mathematics	5	" "
Mechanism of machines	5	" "
Freehand and Mechanical Drawing	5	" "
Electricity and heat	4	" "

The course was started the last week in August when the boys went to work in the shops. The school course opened September 8th, at the beginning of the regular school year. Twenty boys are enrolled, divided as follows: two pattern making two drafting and sixteen machinists.

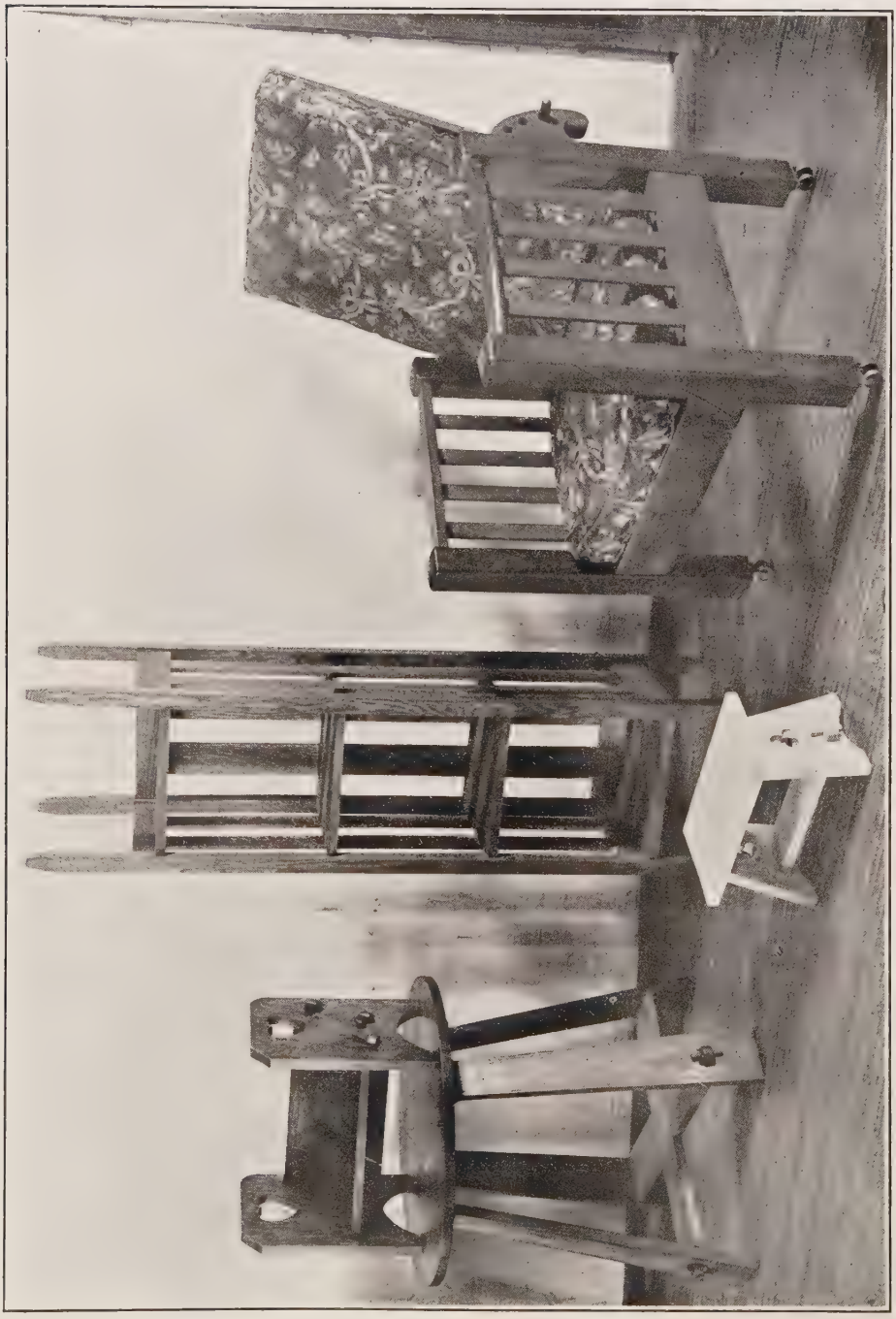
The manufacturers have expressed great satisfaction with the plan, some of them having expressed the opinion at this early date that these boys are superior to those formerly employed. They are boys who have their eyes and ears open, who think and ask questions of an intelligent nature.

In addition to the regular school work an "Industrial Society" has been organized for mental and social advancement. This society meets once a month and is conducted by the boys themselves. It is planned to have the manufacturers and others give talks of an instructive nature, to be followed with discussion by the members, and from time to time a social affair will be given at which other than members may be invited

With the course mapped out, it is expected that a thinking, progressive mechanic will be secured—one who will be able to reason things out for himself, and thereby derive for himself the greatest advantage that can be attained in his life work.

The Ludlow Textile School just entering on its second year was established to solve a definite industrial problem and is of interest from the fact that it is the logical outcome of the preceding methods. First, industry in the University, second, industry in the high school and third, industry in the elementary school.

Boys fourteen years of age are admitted to the school and devote half of each day to work in the mill, and the other half of the day to school work, receiving pay from the mills. Most of the subjects taught in the Public Schools are taught in this school, including history, geography, arithmetic, manual training, etc. The main difference between this and the public schools is that each subject is specialised. For instance when the pupils come to a great inventor, they study his life, get a good idea of the use and working of his more important inventions, learn what effect the inventions have had on the industrial development of the world and so on. In geography when they come to a country where hemp, the principal fibre used in making the twine and sacking made by the Ludlow Associates, is grown, they make a special



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study of the country, learning of its climate, its position with respect to the lines of commerce, the race and character of its inhabitants, labour conditions, and so forth. In the course in English, correct speech and ability to read understandingly have been sought after rather than any comprehensive knowledge of the rules of grammar. In arithmetic, a novel departure was begun last year. Principal Eaton had not been in charge of the institution very long before he saw that a special arithmetic, with its definitions and its problems in mill subjects, would aid greatly in carrying out the purpose for which the school was founded. With the help of one of the mill superintendents he has compiled an arithmetic entirely along these lines.

Household Science.

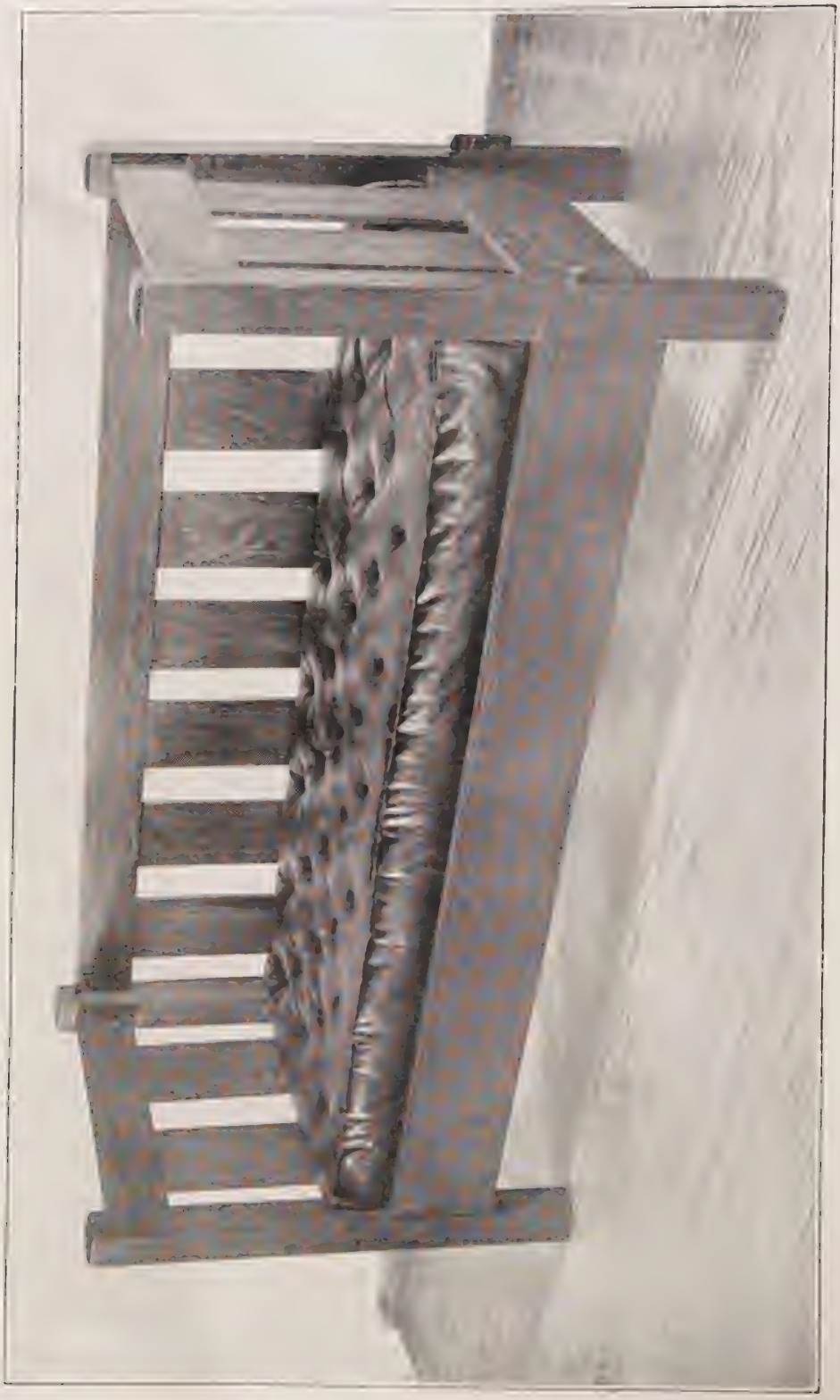
The new centres opened this year are Hamilton Normal School, Stratford Normal School, Peterborough Normal School, Peterborough Public Schools and Dewson St. School, Toronto. The work is proceeding on much the same lines as in previous years and still consists very largely of cookery. In a large number of centres needlework is being introduced but the extension to laundry and general housewifery does not proceed very rapidly. As far as it goes, the work is very well done, but certain points require attention. There is not much difference of opinion as to the benefits to be derived from Household Science Schools and classes.

All are agreed that the subject has an important place to fill in public and secondary schools for girls, but various criticisms are heard as to the methods adopted. The severest criticisms are made by those who are enthusiastically in favour of the subject and are made solely with the idea of improving methods and making the subject more real and useful. The following points are taken from an article, entitled "Public School Cookery" appearing in "Good Housekeeping for February, 1908."

The writer of the article commenced her investigations in her own kitchen by asking her laundress this question "Does your daughter learn much in cooking school?" The reply was "Sure, then, that public school cooking is nothing but child's play at all miss, me girl she makes a little loaf o' bread no bigger than me fist, an' a teaspoonful o' plumpudding, an' she boils a quar-r-ter o' a potato. It makes me laugh that does." Another answer she received was "When Mamie comes into the kitchen she wants so much waiting on that I can't afford to have her around. In a public school you know, one girl gets the double boiler and one puts in the water. Mamie hasn't any notion how to go to work to cook the simplest dish by herself."

Of course in both these criticisms there is a certain amount of exaggeration but grumblers all agree in assuming that a cooking course should teach a girl how to cook. Household Science is much more than cookery, but cookery forms an essential part of it. Is the assumption of the critics a fair contention? Time was when educators would have gone into spasms at the bare idea and even now that danger is not past.

"Theory on this matter has gone through an interesting change. There was the worm or practical stage, represented by the opening of philanthropic cooking schools in the eighties. Then the public school took it up and theorists fell upon it. 'Is it educational?' became the burning question. Cooking had to teach chemistry, and altruism and cause and effect and I know not what other fine things to the serious detriment of baking and stewing. This was the pupa stage, which became a very dead seeming worm indeed. Happily the butterfly is out, and now the doubt seems to be whether to mount him under glass or let him soar. Nowadays nobody confesses to purely



Made by Students of Hamilton Collegiate Institute.

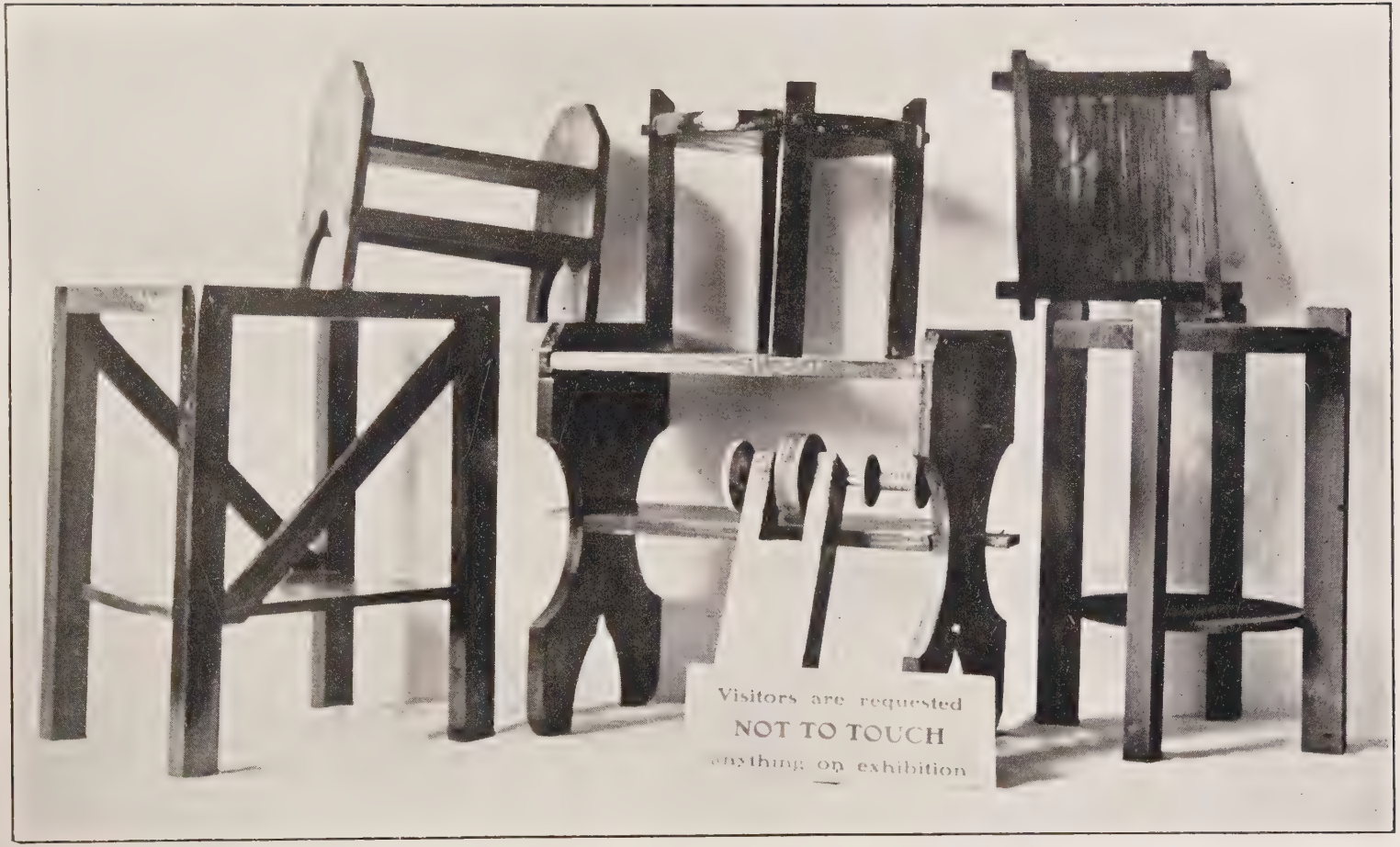
theoretical and educational aim in teaching cookery. It is regarded as legitimate for the public schools to train up generations of intelligent, capable home makers."

One of the main points of criticism is the fractional recipe. This means that instead of preparing food enough for two or three persons each child makes at the very most barely enough for one. A doughnut, a single muffin, a tablespoonful of cooked vegetables, a little cake of doll size, a pudding that would rattle round in a tea cup—such are the mighty products of two hours' hard work. This, however, is not theory, it is economy—practical—perhaps meanly practical. In Boston, for example each kitchen has a fixed allowance of $12 per month and in our own classes the average cost per child per lesson for material, barely reaches one cent. With provisions at present prices this amount has to be spread miraculously thin. Two expedients are open—to divide the recipe or divide the children, either the individual method with small amounts or the group method with large. To either vital objections are made. Where four work together over a single dish, no one performs the whole process and the group gets no adequate notion of the time required to prepare the food single handed. What with so-called housekeepers to bring material, scullery maids to wash up, assistants and cooks, the dressing of a humble vegetable takes as much attendance as the dressing of a queen. Many teachers complain that while one girl is doing the actual cooking, the three who should be closely watching, let their wits go wool gathering. Again in a quartet, blame for mistakes can never be brought to roost. Worse than that, the joint result is nobody's dish appeals to nobody's pride. Confusion is charged against the group. You cannot give orders to the roomful. You must say "Number one at each table measure three-fourths of a cup of milk, number two, one tablespoonful of butter, etc." Your sentence done, up go a forest of hands. "Miss B., did you say three-fourths of a tablespoonful of butter?" "Miss B., do I measure milk?" "Miss B., Mary's got my flour."

Something is being done in various parts of our own Province to overcome this difficulty. In Berlin, for example, school lunches are prepared and sold almost at cost. As many as 90 students are catered for some days, the number staying depending on the weather. A different kind of soup is offered each day, together with tea, coffee or cocoa. Soup and bread or crackers are served for five cents, tea, coffee or cocoa with milk and sugar for two cents. One of the girls is periodically appointed as Superintending Housekeeper and on her the main responsibility rests. She keeps a bank book and pays all her accounts by cheque. Though the charges are so moderate, a small profit is made, and this is used to purchase pictures for the dining room, etc. At the convention of the County teachers the girls prepared and served a banquet to over 200 guests. Miss Fisher, the excellent teacher of this department, has the scheme running so smoothly that it works almost like clockwork. The same plan is also being considered in Galt and the more we can get of it the better.

Here is a newspaper description of a luncheon served by the girls attending the Household Science class at Parkdale school, Toronto, under the capable supervision of Miss Hills.

"Years ago Louisa Alcott, the interpreter of girls, suggested a solution of the housekeeping problem which seems to have at last come to something as a practical matter. She described one of her little heroines—I think it was Meg's Daisy—when shut out from the boys' games as more than consoled with a toy kitchen, in which real cakes could be baked in real tins by means of an iron stove, which, though of toy dimensions, had all its parts, and burned real wood and coal. So when the boys had games the girls had feasts, which effectually turned the tables, for the boys were jealous.



Wood Work, Toronto Model School. Teacher, Mr. J. H. Wilkinson.

"Decidedly not a toy stove is the double oven gas range at Parkdale Public School. It is some eight feet high, but it faces a wide room with an open square counter where twenty-four little girls may cook things at once over twenty-four gas plates having each her own drawers full of interesting little mixing bowls, measuring cup, spoons, bake pans, and a 'cunning' little frying pan. The twenty-four little brown teapots, too, in the top shelf of the big cupboard are attractive enough for any butterfly-bow school girl, and the tea cups and dinner set (with a real tureen and platters), though not at all of the 'doll' variety, exhale peculiar charm; for they mean cooking school parties, which put an entirely different aspect on the culinary art, as it has been known to little girls sometimes.

"There was a lunch party yesterday, to which *The Globe* was invited—and went. The square demonstration table in the middle of the room was laid for twelve with a 'silence cloth,' a white cover, fresh table napkins—everything comme il faut. Nothing Bohemian about this centre of learning, for here are the housekeepers of to-morrow, and the idea of a Bohemian housekeeper would be shocking nowadays to the public school girls of Toronto.

"Nine little girls were busy mashing potatoes and making gravy and 'dishing' things when the guests began to arrive, so there was time to look around at the pictorial ornaments, which seemed of floral order, until, at a close view they turned out to be tea blossoms and leaves, nutmegs on the twig, wheat fields, etc., practical aesthetics, in short. There were portraits, too, of women who did credit to their sex—though not as housekeepers, I may note—Florence Nightingale, Angelica Kauffmann, Frances Willard and others. The blackboards are not covered with useless 'sums' or practical quizzes in history and geography. Here one may learn in good set terms what a dish washer should do, and how one should set about to scrub a table.

"Then here is the lunch menu of the day on another blackboard:—

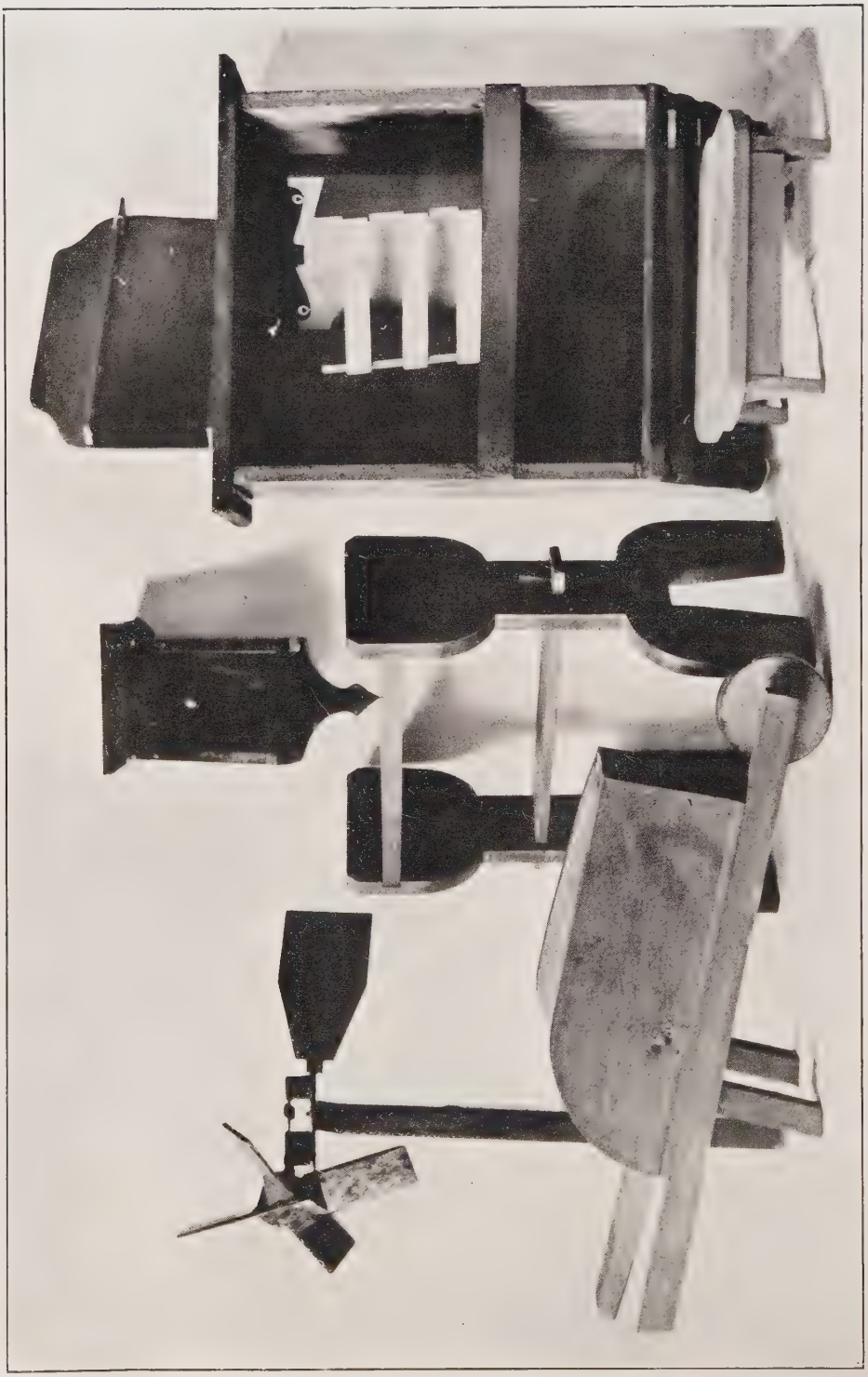
Meat balls. Mashed potatoes. Green Peas.
Orange and lettuce salad, with mayonnaise dressing.
Baking powder biscuit.
English cookies. Coffee.

"The formulas for making them were also written out earlier in the day when the cooking class began. Of course this class has been at work in cooking over a year now . . . . . and they have made bread, too, and cakes of various kinds, and know all about those proteids that Professor Chittenden says we eat too much of, and the fats and starches that we are to patronize more.

"Nine, twelve to fourteen year old girls come gaily in and sit down at the table with the guests. These are the other half of the class, and as they have previously made a luncheon for the present cooks, they now act as host and hostess (at head and foot) and other people of leisure, while to-day's cooks do the waiting. Grace is said (by a teacher guest at the request of the host) and the meat balls go around. They are nice and brown outside and pink and juicy inside, and the biscuits are of that desirable golden hue which amateurs sometimes strive for in vain.

"'Which side?' implored one small waitress of uncertain memory bearing peas, of another bearing potatoes as they met en route. However, this is an aside, and should not be mentioned except to assure the reader that she turned up on the right side, which in this case was the left side.

"Conversation was perhaps a little spasmodic on the part of 'the family,' who, however, made up in polite attentions and an abounding sense of humor, and everything went off in the best possible way.



Wood Work, Toronto Model School.

"Afterwards comes the inevitable, of course, washing up the dishes, but when this is a joint effort it does not seem to be at all unpleasant. And certainly the housekeepers of the future will know how to wash dishes, for the order of ceremonies is made clear and plain from the 'scraping of the plates' to the careful hanging up of the dish towels.

"When even for these little girls from pretty Parkdale homes there is many an improvement in method and bit of scientific information about foods and their digestion to be carried home, what must it mean to the child of the ignorant immigrant of 'the ward' and the east end, that every little girl at the city schools by means of the public school cooking centres is taught the difference between nourishing food and harmful, between proper and improper cooking, between clean and unclean housekeeping."

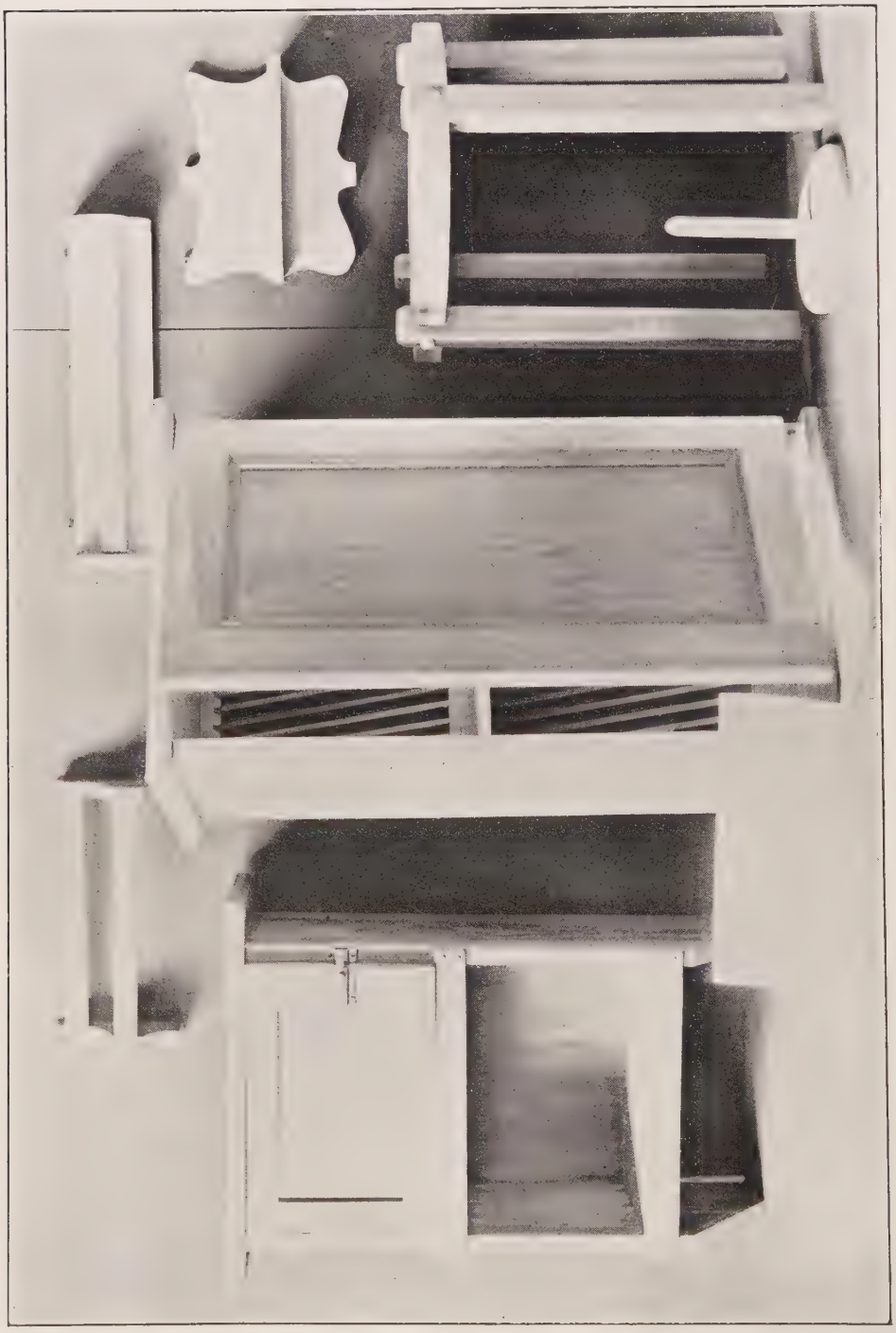
Our teachers themselves recognize the defects above referred to and are engaged in an earnest attempt to remove them. The subject is still in its infancy and needs the thoughful co-operation of all interested in the future homes of the people. Slow growth always produces the most vigorous trees. The vast importance and great usefulness of the subject from every point of view cannot be denied.

This subject will find its greatest work in the future in the rural and urban schools and the attention of the students in the Normal Schools is now being directed to this problem. The problem consists of two parts, first, what to teach and second, the equipment necessary. It goes without saying that the average town equipment cannot be placed in the small school for various reasons of expense and accommodation.

Miss Greenwood, of the Macdonald Institute, Guelph, has prepared such an equipment and its adoption would do much to solve the question of the introduction of Household Science into rural and urban schools. As it is the most useful and practical article published on this branch of the subject in recent years, it is here given, with the illustrations accompanying it:

"Very soon after starting my work at Macdonald Institute, Miss Watson spoke to me of her very strong desire to have worked out, a simple, portable equipment for the purpose of teaching cooking in rural schools, if need be, utilizing and adapting to this special purpose the ordinary school room with its usual equipment of desks, teachers' desks, etc. From experience in using a similar equipment (worked out with the aid of my school board) in a country town of Massachusetts, and the much more elaborate equipment common to city schools, I had become convinced that the average equipment was far more elaborate than was necessary, or desirable, if we wish to develop any originality or resourcefulness on the part of our pupils, and was therefore very glad to aid in working out the problem with the results here given.

"The trestle tables, forming the bulk of the furniture, can be so easily moved that used in an empty room, they may be placed in any form desired to give the best arrangement, the hollow-square arrangement, shown in one of the illustrations, or any arrangement advocated by the teacher or compelled by the character of the room. The table-tops, being detachable, may be used without the trestles in an ordinary school-room laid across the tops of the desks, each top covering three desks, the children standing in the aisles to work. The long boards half the length of the table-tops, laid on cleats half way down the trestles, give extra shelf room, if desired. The table-tops and shelves are of cypress wood and are an experiment, since cypress is a new wood to be used for this purpose. But it was recommended to me by a lumber dealer in the city as especially adapted to withstand the effects of heat and moisture without being any more expensive than the woods ordinarily used for cooking school tables—maple, whitewood, birch.



Toronto Model School Wood Work.

"The individual equipment, composed of utensils needed for constant use by each pupil, is kept in the medium-sized square butter boxes used for packing and shipping butter, the larger utensils being piled on the floor of the box forming a nest of utensils, while the smaller ones are held in place on the sides of the box, by strapping of enamel cloth, much after the fashion of the English travelling tea basket.

Boat made by ex-pupil of Toronto Model School.

"The general equipment, containing only such extra utensils as are absolutely necessary for good work, is kept in a packing box which is turned up on end and fitted with shelves and a door.

Toronto Model School Wood Work.

Toronto Model School Wood Work.

"The small kerosene stove seen in the illustrations, solves the problem of individual stoves where gas is not available. The kind selected of German make is so steady with its firm round base, that there is no danger of falling saucepans, and so simple that it may be as easily cleaned as a lamp. These stoves, half full of oil, will burn two hours at the cost of a quarter of a cent an hour. If there is a coal or wood stove in the room, which can also be used, so much the better, as it will give additional cooking space and be of use in heating water.

"In most rural schools there would be no running water in any room used for this purpose but it is usually near at hand in lavatory or basement sink, so that no obstacle is presented in this respect, since it can be brought in in buckets or pails, in any quantity desired.

"This equipment has not been worked out for illustrative purposes only, but will be used after the February promotions for the practice classes coming from the public schools of the city."

"A novel scheme for the training of girls to manage a home, has been submitted to the Education Committee of the London County Council by the director of the Shoreditch Technical Institute.

"The aim is to make the girls proficient in the domestic duties they would have to perform as the wives of artisans earning from 28s. to £3 a week. The six weeks' course of training proposed would include washing, cooking, and cleaning, general management of the home on a systematic basis, and how 'to shop.'

"A certain sum would be set apart at the beginning of each week for rent, rates, clothing, insurance, travelling expenses, and for providing a fund for 'a rainy day.' The remainder would be available for food and for any little luxuries that might be possible.

"In order that the training may be as practical as possible, it is necessary that the time occupied in attending to a baby in most homes should not be overlooked in the programme of experimental home. It is proposed each week, therefore, to undertake the care of a child belonging to a working class family in the neighbourhood, and in this way the girls would gain further valuable experience.

"The home would be provided as homes of the working classes are, only the furniture would be more tasteful, and probably more useful, at less cost than is to be seen in the average artisan's house.

"It is not proposed, of course, to spend from 28s. to £3 a week on the experimental home. Apart from the teachers' salaries, it can be run for considerably under a pound a week. The initial expenditure is estimated at £150 ($750.00).

"It is proposed to establish an experimental home, either by building an annex to the Shoreditch Institute, or renting or leasing a house in the vicinity, and to teach the girls, who have gone through the theoretical training at the institute, in batches of six.

"The scheme is to be carefully considered by the Education Committee."

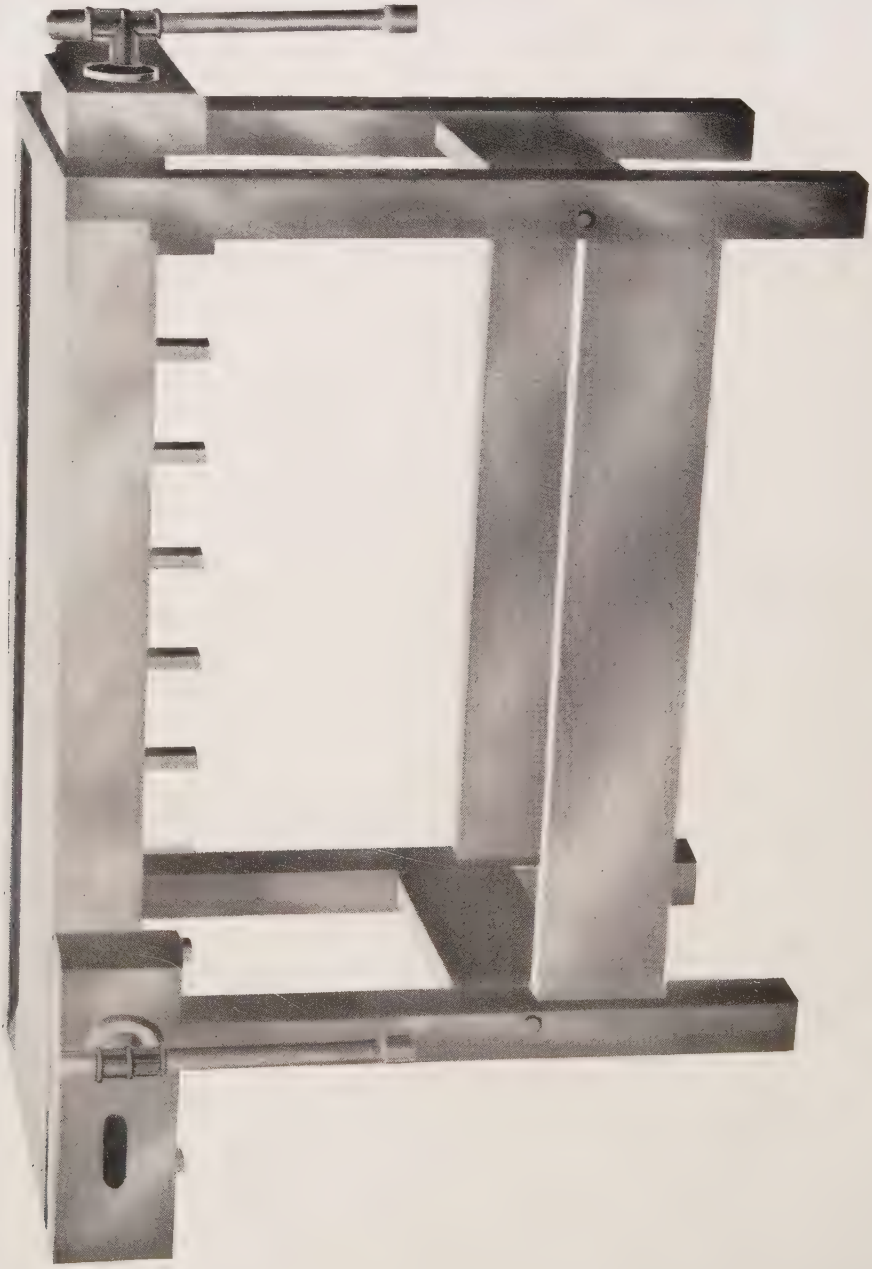
There is no doubt that the majority of people eat too much. During the year certain experiments have been conducted at the Lillian Massey School of Household Science, and an exhibition held to demonstrate the possibility of providing nourishing meals at little cost. Three meals at a total cost of ten cents seems absurdly impossible, yet this exhibition showed that it could be done as follows:—

"Breakfast. Oatmeal porridge and milk, toast and butter, marmalade and cereal coffee.

Case for Butterflies, Toronto Normal School.

"Dinner. Beef broth, bean potato balls and catsup, steamed brown bread pudding with mock maple syrup and tea.

"Tea. Macaroni and beef timbales, bread and butter and stewed figs. And though it is difficult to believe, scientific investigation proves that these



Normal School Bench, made in Berlin.

meals contain all the nourishment required by the average man for one day. The next exhibit showed three meals for twenty-five cents and though these cost fifteen cents more than the previous set, their food value was exactly the same. A series of invalid trays was also exhibited prepared with strict attention to delicacy and nutriment.

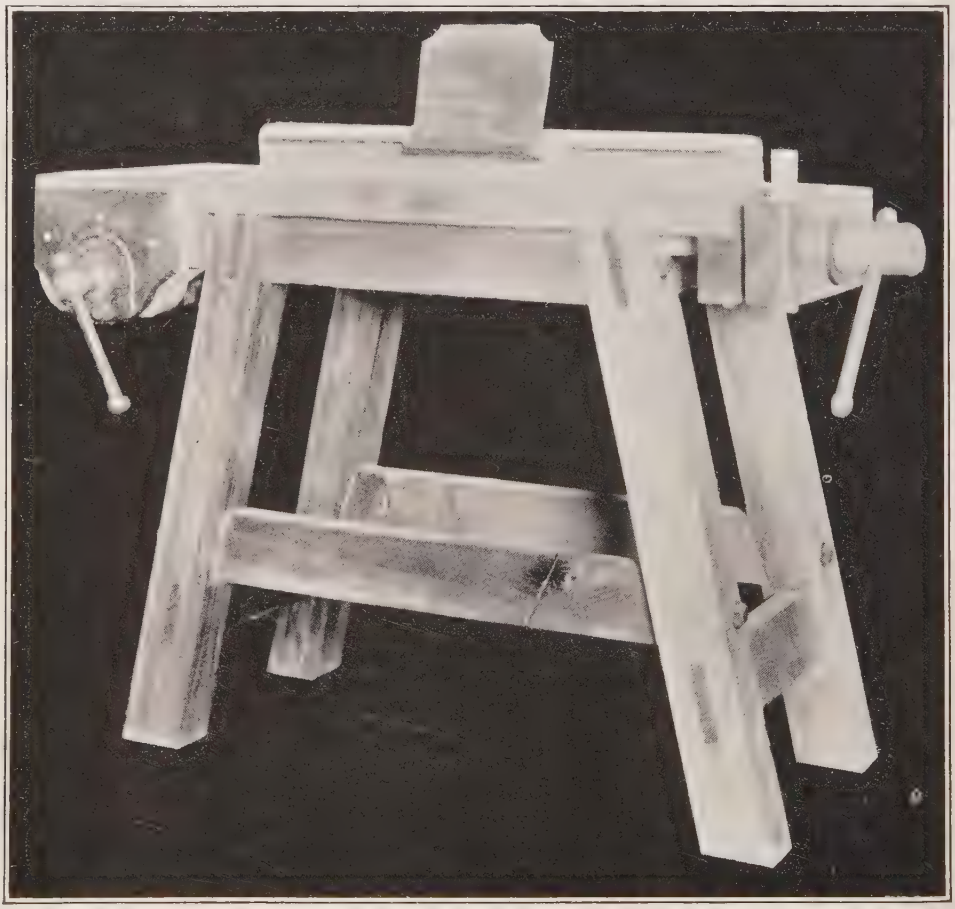
"The next housekeeping feat was a five-course dinner for six people, the total cost of which was two dollars. It consisted of Creole soup (rather highly spiced tomato soup) with parkerhouse rolls, lobster cutlets, roast loin of lamb with mint sauce, peas, tomato salad with nut sandwiches, maple parfait, with rolled almond wafers, mints, salted almonds and coffee. The visitors seemed inclined to figure this out on the spot, with the prices of meat hovering before their eyes. But granting the magic of turning a two-dollar bill into this dainty spread, it was not to be denied that there was more than

American Bench, fitted with rapid acting vice.

two dollars' worth of work on the tempting sandwiches, the salad, the mints and almonds, the rolls and cutlets.

"Spread on one of the long tables was a series of little individual meals especially interesting to the food theorist, for they were made up from the menus of Professor Chittenden of Yale University, and represented actual meals taken by this reducer of diet while making his experiments. Professor Chittenden's theory is that we would be stronger, freer from pains and ailments and more fit for work if we reduced the amount of food taken. He

proved his case by experimenting on a number of athletic students, who after a course of his diet could carry weights, etc., double in magnitude of those they were able to carry before it. Professor Chittenden takes nothing at breakfast but a cup of coffee with milk and sugar. One of his lunches consisted of a small quantity of creamed fish with potato balls, three tea biscuits, three pancakes and a cup of coffee. His third and last meal on the same day was made up of creamed potatoes, celery salad, two biscuits, two or three wafers, a piece of apple pie and a cup of coffee. All the portions were

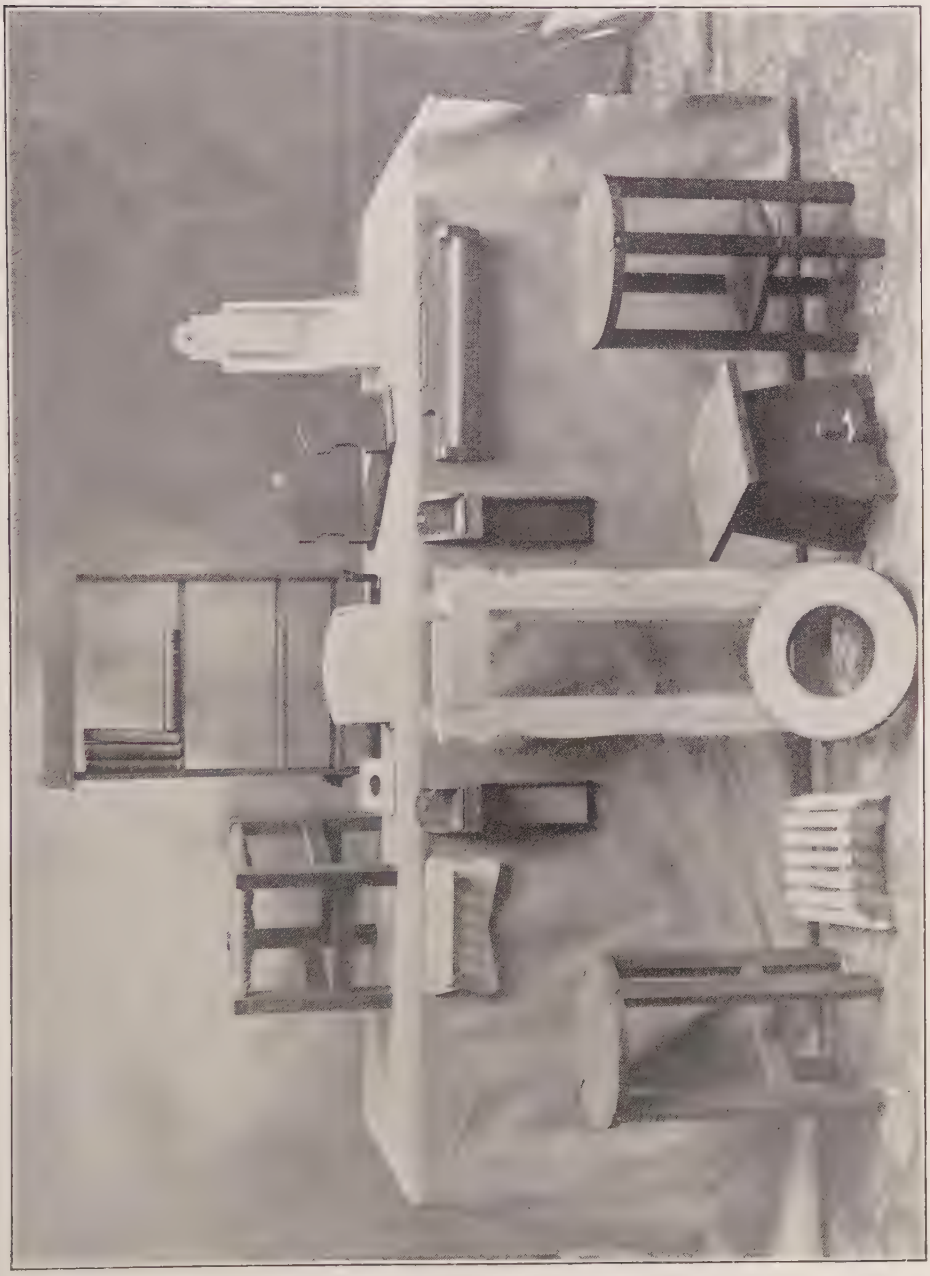


Bench designed by Mr. A. J. Rosatnce, Lansdowne School, Toronto.

rather under average size, and although he does not banish meat from his diet, he uses it seldom and verv sparingly. He claims to have banished an old enemy—rheumatism—and discovered one secret of health."

Evening Classes.

During the year evening classes have been held in Hamilton, Brantford, Brockville, Guelph Public Schools, Guelph Consolidated School, Broadview Boys' Institute, Toronto, Toronto Technical School. and a class for deaf mutes is now being formed at Lansdowne Public School, Toronto.



Manual Training, Ottawa Public Schools. Superintendent, Mr. C. Medcalf.

Beyond this little has been done in connection with evening technical education, except the classes held in various parts of the Province in connection with Young Men's Christian Associations.

From two classes of workers the call comes for a continuation of school training through evening study: those deficient in early education and anxious to make up their deficiency; and those who seek to supplement their

Study of Trees—Sun Printed Leaf (Pin Oak).

daily work with such technical training as will lead to advancement and increased earning power.

Unfortunately there seems no desire to follow the example set by other countries and the towns above mentioned, in establishing evening classes. Any one knowing our Ontario towns cannot help coming to the conclusion that there is a vast amount of wasted time after the day's work is over, which

could be put to some useful purpose in the way of technical or industrial education. Where facilities exist in the high schools, the expense of forming such classes is very slight compared with the benefits received. There is a demand and urgent necessity that such classes be established.

During the evenings of May and June last, evening classes in Household Science were held in the Alexandra Public School, Guelph.

Study of Trees—Sun Printed Leaf (Tulip Tree).

Applications were received from some thirty-seven young ladies, but only twenty-four could be accepted owing to lack of room. A fee of three dollars and seventy-five cents ($3.75) was imposed, to be refunded if the pupil attended regularly and made satisfactory progress. This fee was refunded to every pupil.

The class consisted of working girls—some living at home, some in offices, some clerks in stores, one a trained nurse, three were on the teaching staff of the Guelph Public Schools, and two were at service in private homes.

The course consisted of fifteen lessons and the aim was to suit the requirements of the class. The work was largely practical, though the "Food Values" of the different foods taken up were discussed. The subjects were:— Water, Eggs, Milk, Cheese, Fruits, Cereals, Vegetables, Cream Soups, Flour Mixtures, Made-over Dishes, Desserts and Salads. Each lesson illustrated one or more of the methods of cooking.

The total cost was as follows:

Instruction	$45 00
Materials	9 12
Gas (Light and Fuel)	3 00
Advertising	12 00
	$69 12

This question was dealt with at considerable length in the report of last year and there is no need to repeat the arguments then advanced as the conditions remain practically the same.

Study of Trees—Sun Printed Leaf (Sweet Birch).

I much regret that I am not able to report a marked increase in the number of such classes as, properly conducted, they are calculated to help materially the industrial life of the community.

Trade Schools.

There is so much confusion between the various terms applied to the different branches of practical education that we cannot hope to achieve much

real progress in discussion until these terms are somewhat standardized. "Manual Training," "Industrial Training," "Vocational Training," "Technical Education," are terms very loosely used. They are considered by some, interchangeable, and a speaker or writer is often found arguing against some-

Building the Pigeon Cote, Abbotsholme School, Derbyshire, England.

thing his opponent never meant. In recognition of this difficulty the New York State Education Department, which has recently established a Division of Trade Schools has sought to apply a definite meaning to these terms as follows:—

A trade school is designed to train apprentices for a particular trade. The present method of manufacturing eliminates the possibility of an adequate training for young wage earners in the ordinary shop. Trade schools have therefore been organized to meet this condition.

A trade school proper affords the means of an enlightened apprenticeship, in that it aims to give such an ideal preparation for the trades, as shall abolish the drudgery and waste of the learner's time in the shop, by supplying in the school an economic instruction in the practical work and in the necessary theory of the trade.

The best type of a trade school has not only shops where the expert manipulation of tools is taught but also class rooms where is given the theoretical instruction which underlies the trade. In general, no trade can be learned entirely within the walls of the school. In general, no trade can

Building a Fowl House, Abbotsholme School, Derbyshire, England.

nowadays be learned entirely within the walls of the factory. It is a combination of these two opportunities which will make our workers more efficient.

In considering how far the trade school can fit for the trade, teachers might bear in mind the purpose of the normal school, and compare good normal school training with the sort of training which teachers receive through merely a teaching experience. It is readily seen that the combination of normal school training and actual teaching experience makes efficient teachers. As regards training our workmen, similar results may be expected of our trade schools. These schools are professional schools for those who are to become workmen. Trade schools approach as near to making artisans as medical and law schools approach to creating efficient doctors and lawyers The old saying, "Practice makes perfect," is applicable here.

A technical school aims to prepare overseers and superintendents rather than apprentices. Only the use of such tools or apparatus is taught as will show the connection of theory and practice. Handwork is never given for the purpose of fitting a student directly for skilled labor. The mechanical arts are taught merely to bring out the relation to the engineering problems.

An industrial school is a school in which boys and girls may get the proper training to enter upon some branch of actual work. Its place in the school system is the beginning of the present seventh grade and extends to the trade school which is open to pupils who have attained the age of sixteen. For all occupations, such a school could definitely prepare children to enter industrial life, with an increase of productive efficiency over that which is now possible in the present elementary school.

Building the Boat House, Abbotsholme School, Derbyshire, England.

Such a school would offer book work as well as shop work, and the occupational work in this school ought to give the pupils a chance to choose whatever trade they think they are best suited for. Two, three, or four years in such a school ought to graduate a pupil with a good general education and at the same time excellent vocational training, so that he could enter an industrial pursuit where he could later become a skilled worker, could command good wages and be sure of a place in the world's work.

In addition these schools ought to serve as preparatory for the trades schools, which the graduates could enter after completing the general industrial school course.

These schools ought to meet the problem of holding the boys and girls in school longer and ought to offer splendid opportunity for teaching the old line subjects so as to make them more applicable to industry.

Manual Training is an important subject in the scheme of general education. It should be an essential part of the curriculum of the elementary schools, especially in the first six grades. Hand work has great educational value, in that it offers excellent possibilities for developing and educating the individual. The hand and the mind should be trained together and each will help the other. Hand work should be taught with reference to industrial processes but the emphasis is on the educational development of the child.

As a secondary school subject manual training has its greatest educational value when it is given in a manual training high school, where it is possible to relate definitely the hand work with the science, the mathematics and the drawing.

Helping to Build a Brick Dam, Abbotsholme School, Derbyshire, England.

Trade Schools are coming and the fact can no longer be lost sight of. The signs of the times the world over point to this, and are not to be mistaken. Though the growth towards this has been gradual the progress during the last eight years has been somewhat remarkable. For many years purely trades schools have been an established and accepted factor in the industrial progress of European nations, but on this continent they have been thought to set up class distinctions, to pre-ordain a boy for manual labour all his life. We are hearing less of the talk nowadays that every boy may rise to the Premiership or the Presidency and are beginning to realize, though with considerable reluctance, the fact that eighteen out of every twenty boys will have to work with their hands.

A boy who has the capacity to rise, as he thinks, above the artisan, will not be kept down because he has taken a course in a trade school. It will be an added advantage to him and will give him greater breadth and depth, not only manually but mentally.

The trend of opinion is shown by the following signs:

1. The establishment of many private and semi-private trade schools as New York Trade School, Baron De Hirsch Trade School, Winona Trades Schools.

2. Opening of Trade Schools at public expense. A recently opened school of this type is the Philadelphia Municipal Trade School. A building, formerly occupied as a public school, was converted and equipped with

Stacking the Hay, Abbotsholme School, Derbyshire, England.

all the necessary appliances for practical administration and instruction. The several trades were kept entirely separate, with instructors of well known practical ability for each branch. The school opened in October, 1906, and so quickly did its reputation spread that in May, 1907, 481 young men were enrolled and receiving instruction in the various branches of trade. The following is a list of the thirteen classes now organized with the number of pupils in each class:

Plumbing, 45; pipe-fitting, 13; blacksmithing, 11; sheet metal work, 51; electrical construction, 126; bricklaying, 37; pattern-making, 28; house and sign painting, 33; architectural drawing, 34; mechanical drawing, 21; carpentry, 45; plastering, 33.

There are thirteen teachers, one to each class, besides five assistants for the larger classes.

3. Formation of influential Societies for the advancement of industrial or trade education such as National Society for the Promotion of Industrial Education, Society for the Promotion of Engineering Education, etc.

4. The prominence given to the subject in the best magazines and leading newspapers.

5. The epoch making pronouncement of President Roosevelt, on the 12th November, for a veritable emancipation of the public school from slavery to the ideal that their purpose is to fit the few for the university rather than the many for a vocation in life.

6. The introduction of the Davis Bill to Congress. This measure includes the following provisions:—

(1) Appropriation to begin July 1, 1911.

Forestry—Measuring the Timber and learning thereby to "square the circle," Abbotsholme School, Derbyshire, England.

(2) Instruction to be given in agriculture and home economics in agricultural high schools of secondary grade.

(3) Instruction is to be given in mechanic arts and home economics in city schools of secondary grade.

(4) Instruction in agriculture, mechanic arts and home economics in state and territorial normal schools.

(5) The federal appropriations are to be used for distinctive studies in agriculture, mechanic arts and home economics in each type of school and only for these distinctive studies.

(6) The Secretary of Agriculture is instructed to estimate to Congress the allotments to be made to each state and territory, and to designate to the Secretary of the Treasury the sum appropriated.

(7) The sum for each state and territory to be derived in this way: (*a*) Each incorporated city, town or village containing not less than 2,000 inhabitants shall receive not more than ten cents per capita of the population. (*b*) The total rural and other population not included in said cities, towns and villages shall receive also not more than ten cents per capita.

(8) Branch agricultural experimental stations are to be maintained on the farms of the agricultural secondary schools, and one-fourth of the federal appropriation for the agricultural secondary schools is to be used for this experiment station.

(9) The appropriation for normal schools is to be one cent per capita of population.

(10) To secure the appropriation for the branch experiment station each state legislature must provide for the establishment and equipment of the branch station, and must provide, for the annual maintenance, a sum equal to that granted by the federal government.

Digging up the Tubers, Abbotsholme School, Derbyshire, England.

(11) Experiments undertaken by these branch experiment stations shall bear directly upon the agricultural industry of the United States, with due regard to the varying needs and conditions of the respective states.

(12) The Secretary of Agriculture is required to see that funds are not side-tracked, but used to best advantage for the promotion of both instruction and experimentation.

(13) Each state is required to establish combined agricultural secondary school and branch experimental station districts; and there is not to be less than one district for each fifteen counties, nor more than one for each five counties.

Collegiate and Technical Institute, Sault Ste. Marie, Ont.

(14) Separate schools for coloured people may be established as each state decides, fair division of money being made to both races.

(15) An annual report must go to the governor of each state from each school established under this grant.

(16) The Secretary of Agriculture is to keep Congress posted in regard to receipts and expenditures, and on the work of the institutions provided for under this bill.

7. The passing of laws by various states authorizing and organizing the establishment of Trade and Industrial Schools and offering substantial grants on certain conditions *e.g.*, Massachusetts, Wisconsin and New York.

8. The establishment by the New York State Education Department of a Division of Trades Schools with a special executive officer. The New York Bill provides:—

a. That the educational authority of any city may establish, acquire, conduct and maintain as part of the public school system of such city general industrial schools open to pupils who have completed the elementary school course, or who have attained the age of fourteen years, and trades schools open to pupils who have attained the age of sixteen years and have completed either the elementary school course, or a course in the above mentioned general industrial school, or who have met such other requirements as the local school authorities may have prescribed.

b. For the appointment of an advisory Board of five members representing the local trades and industries.

c. A grant of $500 for each independently organized general industrial or trade school open for forty weeks during the school year and employing one teacher, whose work is devoted exclusively to such school, and having an enrolment of at least twenty-five pupils, and maintaining a course of study approved by the Commissioner. A further sum of $200 is awarded for each additional teacher employed. Manual Training High Schools are excluded from the operation of this clause.

9. The establishment by many firms of schools to train their apprentices, not only in trade subjects but also in general subjects. Such a school or rather series of schools is that established by the New York Central Railway Co. This Company has had evening classes for apprentices for a number of years at several of the shops. Their present scheme was organized in 1906. The general plan provides for shop instruction of the apprentice in the trade, and for his instruction in educational subjects allied to his trade during working hours while under pay. A shop instructor teaches the trade in the regular shop and on the regular work. As the majority of apprentices at each shop are machinists, the shop instructor is preferably an all round machinist, giving instruction in the machinist trade, but with sufficient knowledge of the other trades, which may have apprentices, to be able to supervise intellingently apprentices in those trades. If the shop is small, he gives only a portion of his time, while in a large shop his entire time is taken up and he may require assistants.

The educational classes are taught by a second instructor who may be either a draftsman, an advanced mechanic, or a mechanical engineer. The plan is in operation in the nine larger shops of the system and now includes about 500 apprentices. All the work done by the shop apprentices is part of the general output. The shop instructor is present to make the machine run at its best efficiency even when handled by a green apprentice.

Lansdowne Public School, Toronto.

The apprentices are still responsible to the foreman as formerly, but the foreman is relieved from the responsibility of instructing them and is left free to run his department.

The shop instructor passes on applicants for apprenticeship, and in connection with the educational instructor, recommends dismissal during the first six months if found unsatisfactory.

Class room instruction is largely individual, as the same class may contain apprentices just starting and others nearly out of their time. All principles are handled through shop problems and must have practical bearing. Class work is closely adapted to shop conditions. The problems are worded in the language of the shop. Text books cannot be used directly for apprentice instruction, even if suitable books could be found, as the average apprentice has a strong aversion to books. One or two books are now available for reference, but the bulk of this material must be in the form of separate sheets, given out one at a time and arranged to advance gradually. The chief features of the educational work are mechanical drawing, which is made the backbone of the course, and shop problems which include the other branches. The drawing is arranged to start directly on working drawings of actual machine and locomotive parts and yet to advance so gradually that even a dull boy can make headway. No time is taken for pure theory, and skill in drawing lines and making letters is obtained incidentally while making useful drawings. Blue print sketches are used to assist the instructor, but these are drawn so that they can not be copied and each sketch leaves more or less to be worked out by the apprentice.

Mathematical problems, as met with in a shop, are not even divided into arithmetic, algebra, and geometry, and apprentices often meet problems so mixed in with facts, and so combined in the practical application of natural laws, that in many cases they do not appear to be mathematical problems at all. Shop problems taken indiscriminately from practice and put before apprentices would result in confusion and failure, but it is possible by a careful selection and adaptation to get together problems clothed in every-day language, which are practical and useful and which, though actually classified and to some extent graded, do not show the classification. The terms algebra, arithmetic, and mathematics are never used, and the sheets are not divided according to subjects. A running review is maintained by constantly introducing problems on the ground already covered. Interest is further held by varying the standard of difficulty and mixing the easy and the hard problems as they are apt to come in practice. In getting together these problems, all departments of the railroads and many outside sources of information have been utilized. Company drawings, standards, and records, facts and data from the technical press, suggestions from motive-power officers, problems directly from the shop and drafting room, hints from instructors and points picked up in conversation with foremen and mechanics, have alike been used.

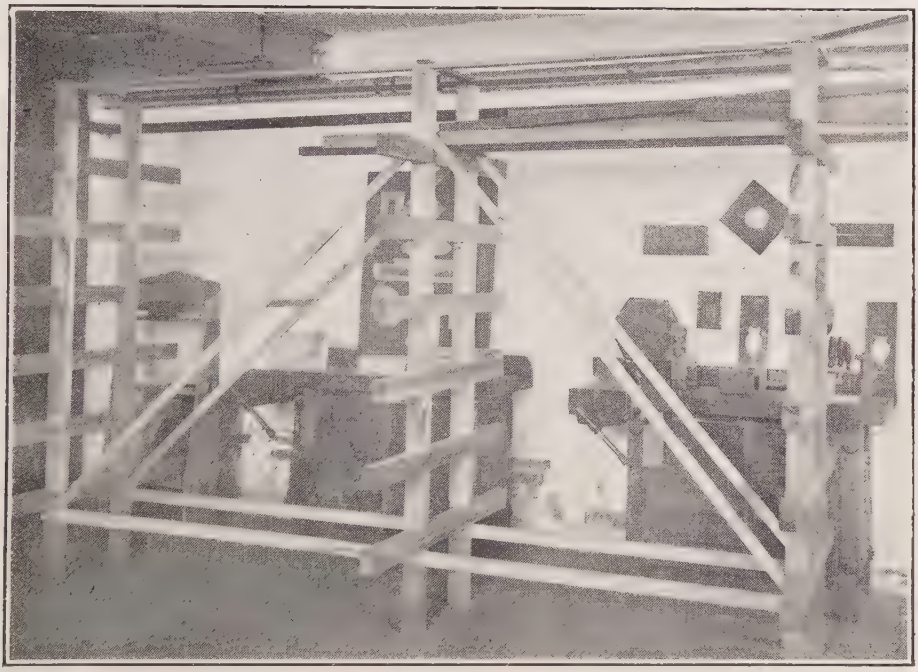
Models and actual machines are used for illustrations. Classes are held from 7 to 9 o'clock in the morning, each apprentice reporting for two mornings a week. The apprentices ring in at the shop and then come to class-rooms located on the shop property, where they are under shop discipline. At 9 o'clock they report again in the shop.

A system of reports from both instructors is made to the local shop officers, who forward them to the superintendent of apprentices. These reports show, first, ability at trade, second, the disposition and personality of the apprentice, and, third, the standing in class work. The instructors are at all times required to know the standing of each apprentice, thus

Wood Work, Kingston Collegiate Institute. Teacher, Mr. A. Hatch.

making examinations unnecessary. Special emphasis is placed on the personal touch maintained between the instructor and the apprentice, with a view to determining the type of work or branch of service for which the boy is best suited.

The scheme of education differs from most efforts to better industrial conditions, in that it starts at the bottom, in marked contrast with the common practice of providing special advantages for the especially bright. The rank and file are not touched by special apprenticeship or special courses at high schools. Industrial education must start lower down the scale, and the genius will be the first to profit by the advantages offered. The problems designed for a boilermaker apprentice have been found quite useful with college graduates and the problems used for apprentice classes have been used with equal success in an evening class for foreman, mechanics, and inspectors.



Timber Rack, built by Students, Kingston Collegiate Institute.

Experience has proved the desirability of keeping boys in direct contact with the shops from the very outset. The immediate and direct results of the apprentice system have been, increased output (notwithstanding the four hours per week spent in class), less spoiled work, ability to read drawings, to lay out templates and to make sketches; a better grade of apprentices is secured, as well as draftsmen apprentices fitted for special work.

Local officials have been quick to note the benefits of apprentice training, and are unanimously enthusiastic and interested. One immediate result of the opening of the apprentice schools was the request from foremen and mechanics for educational classes of a similar nature, which resulted in the organization of self-supporting evening classes at seven of the shops taught by the apprentice instructors, using practically the same courses of study as provided for apprentices.

In addition to teaching the apprentice a trade, and teaching him to think, it is vitally necessary to aid in the development of his moral character and in his loyalty to the right. These objects do not, from their nature, permit of immediate demonstration of success. They are, however, vastly important and the character side of the problem is, in the long run, the larger side. No apprentice plan can possibly succeed if this part of the problem is not uppermost in the minds of those in charge.

Trade, industrial or vocational schools must pass through the same experience which was undergone when household science, manual training and kindergarten schools were established. They were introduced first under private auspices and demonstrated their value before they were accepted by the mass of the people. Private enterprise initiated many of

Cabinet, built by Students, Kingston Collegiate Institute.

the ventures which we now recognize as being part of the function of popular government. I refer to sewage and water systems of our cities, and even lighting and transportation. We can do no better service than to educate the public conscience to the point where it will see through practical examples the value of trade schools.

In promoting public industrial education we must make a sympathetic study of the point of view of organized labour with regard to the matter. The trade unionist's objection that the labour market is always in danger of being flooded is not to be ignored and brushed aside as mere selfishness. In any case the decision as to the direction in which pupils shall be trained must be made in full knowledge of the labour market. The skilled journeyman's contention that there must be in any case a period of special shop

apprenticeship is perfectly sound and holds just as surely for the craft of the mechanic or artisan as for that of the doctor or lawyer. On the other hand the trade unionist must be led to see that the trade school is simply another sort of machine which, though, from a short range point of view,

Wood Work, Kingston Collegiate Institute.

threatening to the workman's wage standard, in the long run can only enhance the interest of all concerned by stimulating both production and consumption through raising the whole standard of intelligence and capacity.

It is inconceivable that as a class school-trained workmen should not be even more jealous than others of all unreasonable encroachments upon their wage standard, and that they should not apply their additional training to the development of even more effective forms of labour organization than now exist. In any movement for the development of industrial education workingmen should not only be consulted, but should be represented in the administration, as experts in many of the important detailed matters affecting the progress of such instruction.

Wood Work, Kingston Collegiate Institute.

The truth is that industrial education is coming. Those who do not put themselves in line to reap its advantages may even have some of its forces turned against them. Such trade unionists as persist in opposing industrial schools under public auspices will simply turn this new instrument over to such employers as may wisely or unwisely use the schools against the organization of labour. If the smaller employers are indifferent or hostile to public action, they will simply leave the whole opportunity, involved in this new movement, to those great employers who can afford to create industrial schools for themselves.

The points of superiority the school has over the modern shop may be summarized as follows:—

(1) The school can help make a profitable workman in a shorter time by giving him, under instruction, legitimate shop practice in the work of the trade. Definite practice in the work of the trade from the very beginning in a school is a far different proposition from sweeping, piling castings or running errands for several weeks or months in the shop.

(2) The school can give a series of graded lessons, general and fundamental, upon which other work may be based and future efficiency more certainly developed. The lack of sequence in the ordinary shop work becomes for the average boy merely routine work and he flounders around.

(3) The school can give the opportunity to do a task over and over again until it is done right, the opportunity to study each problem closely and deliberately. In a shop there is little chance to try again. The work must be thrown away. A "call down" can never take the place of definite instruction.

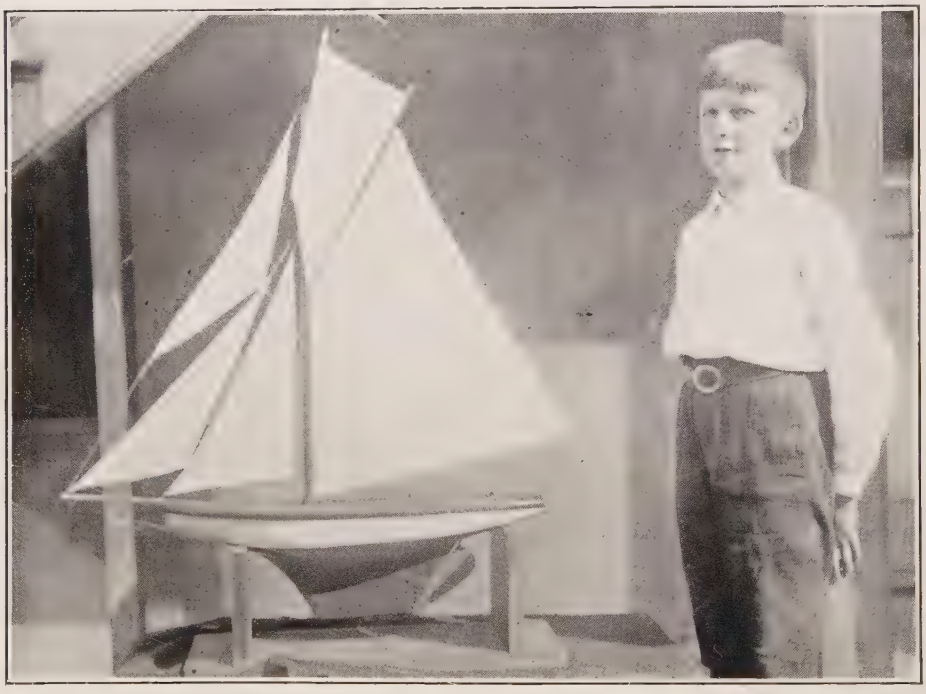
Wood Work, Brockville Public Schools. Teacher, Mr. A. F. Hagerman

(4) The school can give a broader, more intelligent idea of the relation of the parts to the whole. The beginner learns the dependence of one part on another. The tendency to keep a cheap grade of labour doing one thing may make a tolerably good workman, but if we expect our bright boys to respond to an unusual problem, they must practice all the usual operations of production.

(5) In the school the instruction is direct and personal, given by one who is selected not only because of his superior qualities as a workman, but because of his ability to teach. The instruction in the average shop is haphazard and accidental, given by a foreman who is already harrassed by a multiplicity of details.

(6) The school comes nearer to taking the place of the shop as it approaches the commercial standard of the shops. The incentive of the commercial demands of the shop will emphasize the value of time. A clear conception of how a piece of work should be done is necessary at the outset to avoid a waste of time.

Not only does the average student of education fail to grasp the definite industrial needs and the practical methods of procedure in remedying the present conditions of the labour market, but he confesses his ignorance by confusing the definite trade training with "arts and crafts" movements and

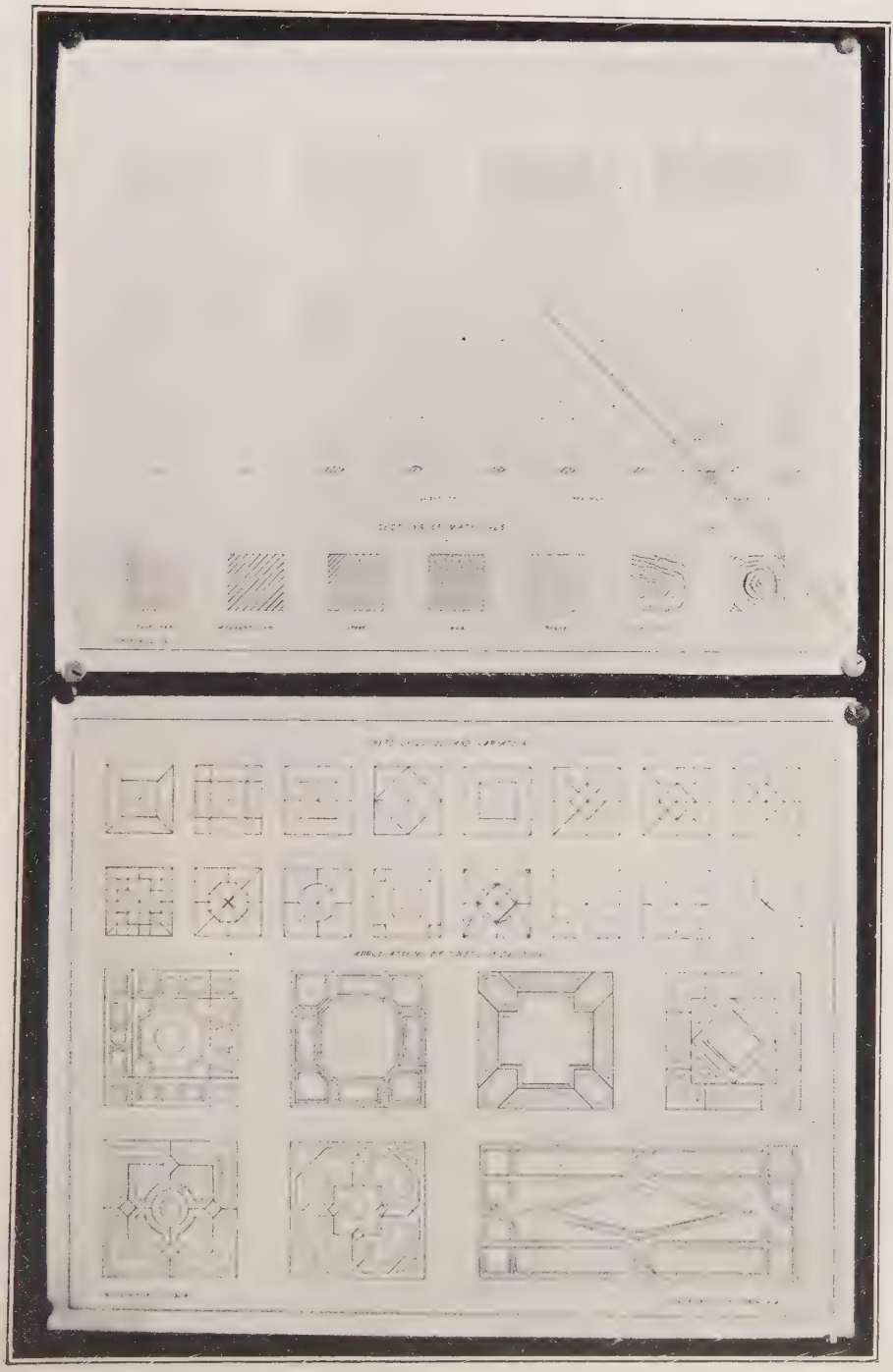


Manual Training, Brockville Public Schools.

hopes to overcome the "division of labour" principle through a return to the old system of the individual working on all the processes making up the completed product. Such schemes are hardly worthy of even a passing thought, for the present industrial development is but a beginning of the larger things to come, when the division processes will have even greater play in manufacture, and the educational problem of the present, is to adapt education to the modern industrial conditions. For the dog to bay at the moon only tires him out and does not disturb the moon.

Progress Towards Definite Industrial Training.

We have made some progress along the following lines: There is an increased conviction that it is imperatively necessary that something definite should be done, in an extension of the elementary manual training



Mechanical Drawing, Kingston Collegiate Institute. Teacher, Mr. A. Hatch.

to metal work and forge shop practice, in greater prominence being given to mechanical drawing and drafting, and in the formulating of definite plans to give effect to the conviction previously referred to.

The new building at Sault Ste. Marie now completed will be opened January, 1909. Woodstock has also completed its technical addition and has installed a forge shop and machine shop with an up-to-date equipment. Stratford has made great improvements in the building specially devoted to this work. Berlin is doing advanced metal work, and all round there is a tendency to make the work less theoretical and academic, and more practical and industrial. The places, perhaps, that have made the greater advance towards something definitely industrial are Brantford and Hamilton.

It is a matter of extreme regret and humiliation that Toronto, which boasts loudly of its educational reputation and facilities, has not been able to arrive at some solution worthy of industrial education and its own prestige. It is not necessary that I should recount the futile efforts that have been put forth, nor is it for me to apportion the blame for the repeated fiascos. The achievements of the less pretentious cities afford an object lesson. Early in 1908 the Hamilton Board of Education appointed a committee to consider the whole question of industrial education with special reference to the needs of the city. In April a deputation was sent to the United States, and one month ago the roof was on and now the floors are down in an entirely new building, an illustration of which is shown. At the present writing, it looks as though this school will be well equipped and running before Toronto has definitely and absolutely fixed upon a site. The steps in the expeditious and intelligent method adopted by Hamilton will be detailed later.

In March last Mr. C. F. Errett, of the Brantford Manual Training school, made the following report to the Technical School Board of that city:

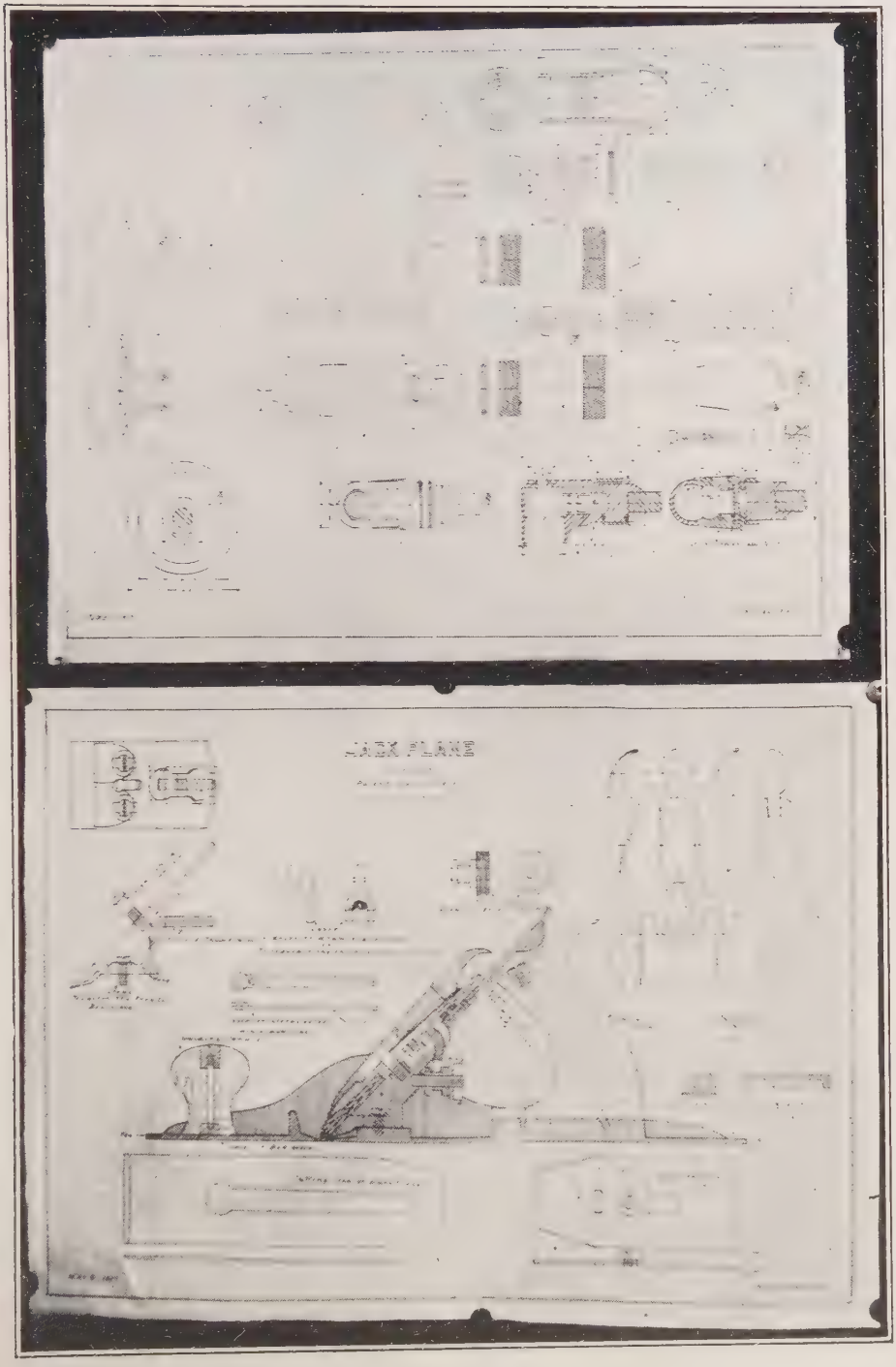
"In complying with your request for a report bearing on possible widening of the scope of the Brantford Manual Training School, I should like to deal first, with its present work and purpose, then with the opportunity of extending its work in filling another purpose, and finally, with the ultimate development of such a school as shall provide a local solution, at least, of the industrial education problem.

"At present manual training is taught as an ordinary school subject, to some two hundred boys from the fourth book classes of the Public Schools, and to about fifty boys of the Collegiate Institute. These lads have one lesson a week only, of from 75 to 100 minutes duration in wood working and drawing.

"This time is so limited, that however practical the lessons may be, they can scarcely be considered a preparation for occupation. They would, however, prepare a boy for a more extensive and thorough course, and they have in any case a high value educationally.

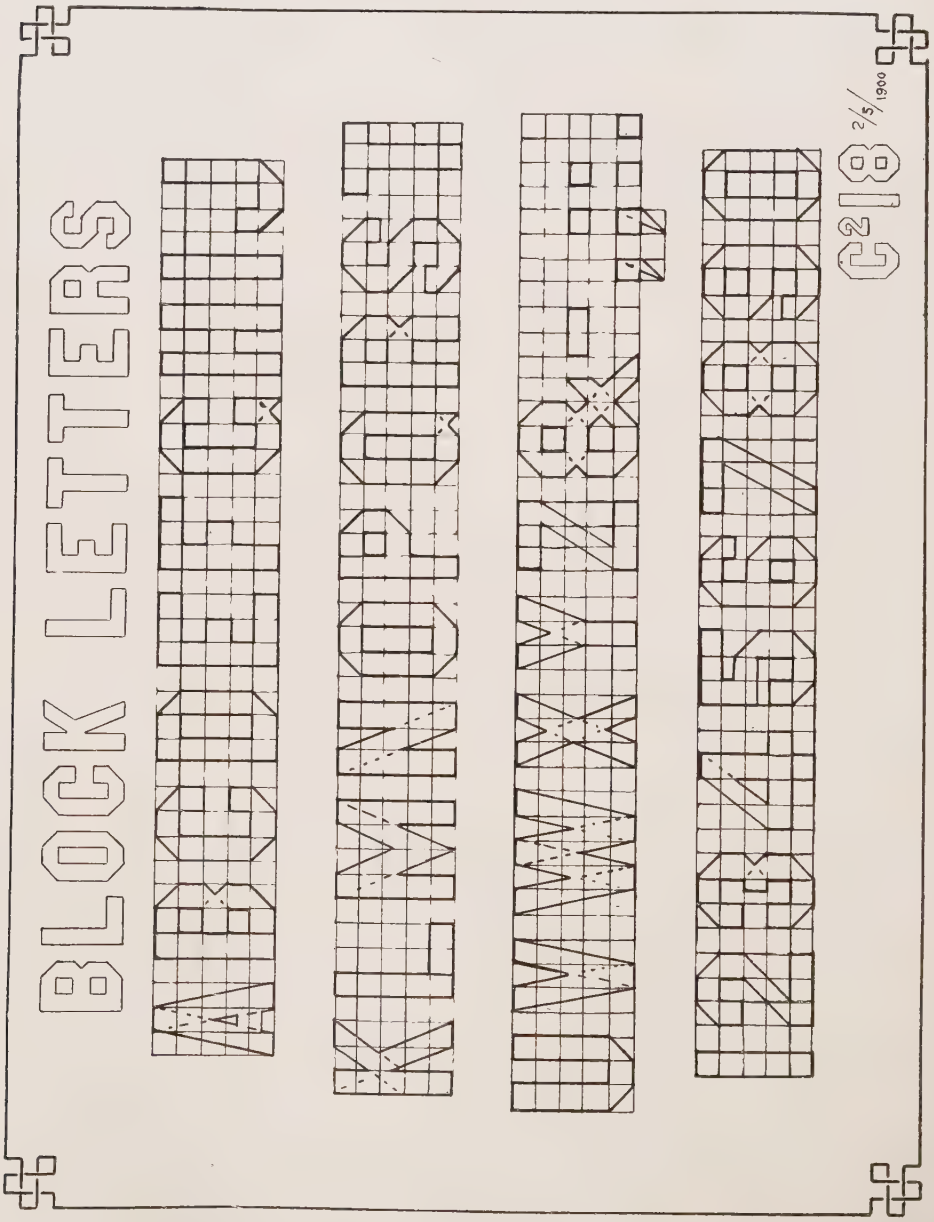
"To twenty-five boys from the Collegiate Institute, special technical instruction is afforded, lessons in forging, wood-turning, patternmaking, metal-turning and mechanical drawing. These boys, as a rule, intend going to the School of Science, or becoming draughtsmen or architects, and are not likely to enter industrial life.

"At the evening classes, which are held twice a week from October till April mechanical drawing is taught to men or boys employed during the day. This class is large in the early part of the term, too large for the accommodation, but lessens at the close of the season, partly on account of the nature of the accommodation, and because we have no system of maintaining the average attendance.



Mechanical Drawing, Kingston Collegiate Institute.

"While scarcely any of the work I have outlined can be called industrial education, since its first purpose, is to form part of every boy's general education rather than to fit any for industrial service, still it all has such a high educational value and furnishes so ready an access to vocational training that none of it could fairly be lessened or differently directed.



Block Letters.

"All of this work being now well organized and established in popularity, I think the school should adopt the purpose of definitely preparing boys for industrial occupations. This is really the reason for existence of most manual training schools, yet it is one seemingly opposed by all existing school influences.

A SYSTEM OF LETTERING

PREPARED FOR USE IN CONNECTION WITH SCHOOL WORK IN DESIGN

ALL LETTERS WITH EXCEPTION OF I ARE FORMED WITHIN EQUAL PARALLELOGRAMS. FOR I ALLOW A HALF SPACE ONLY HORIZONTAL DIVISONS ARE IN THIRDS. THE CROSS LINES OF B, E, F, R, S ARE ONE-THIRD FROM TOP. OF A, ONE THIRD FROM BOTTOM. NOTE PARTICULARLY THE SHAPE OF K M N, W AND Y C, G AND Q ARE FORMED ON O. ALL LINES FORMING LETTERS ARE TO BE KEPT OF EQUAL WIDTH NO SHADING BEING INTRODUCED

ABCDEFGHIJKLMNOPQ
RSTUVWXYZ

The above gives letters of moderate width. The letters may be extended or contracted horizontally by changing the width of the parallelogram

ABCDEFGHIJK ABCDE

The height of the parallelograms may be changed as well as the width. A group of letters may thus be made to fill any given space.

ABCDEF GHIJKLM NOPQRSTU

Titles in school work should be lettered in capitals. The small letters are not necessary.

To letter any word as "Composition" the following steps should be taken —

1. Decide width and height of title and draw this oblong very lightly in pencil in place where title is to appear The margin on right side should be about ⅛ in (one-quarter the width of a letter space) less than on left This difference is later adjusted in the spacing.

2. Divide the space for title into three equal oblongs by two horizontal lines.

3. Divide the space for title into parallelograms by vertical lines, making as many spaces as there are letters in the word and all of equal width save that intended for letter I, which should be but half as wide as the others.

4. Space title by subdiving each vertical space for a letter by a light line on the right hand side of space, cutting off one-fourth of width of space. The narrow spaces thus formed will fall between the letters The one at the right hand end of title will not be used.

5. Sketch in letters with pencil, then line in with ink.

NOTE.—The first three steps are shown in A. The 4th and 5th in B.

A B COMPOSITION

The same process should be observed in lettering a title of several words, except that a space equal to a letter should be left between words. For Public School allow twelve full spaces and one half space for I To give variety the initial letters of important words may be made larger.

PUBLIC SCHOOL

In a title of several lines the heights and widths of the letters in the different lines may be varied as well as the thickness of the stroke used in making the letters.

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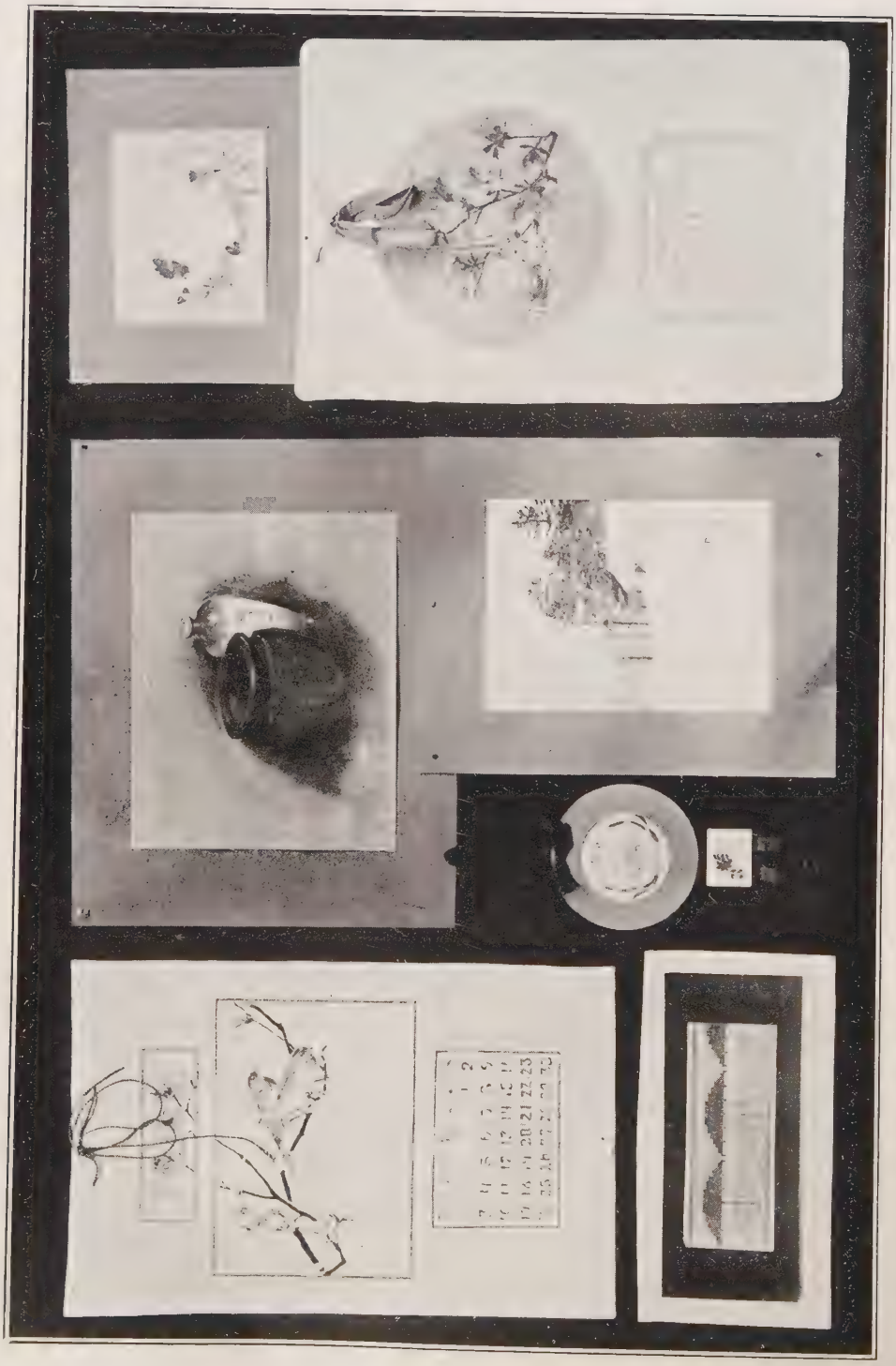
A System of Lettering.

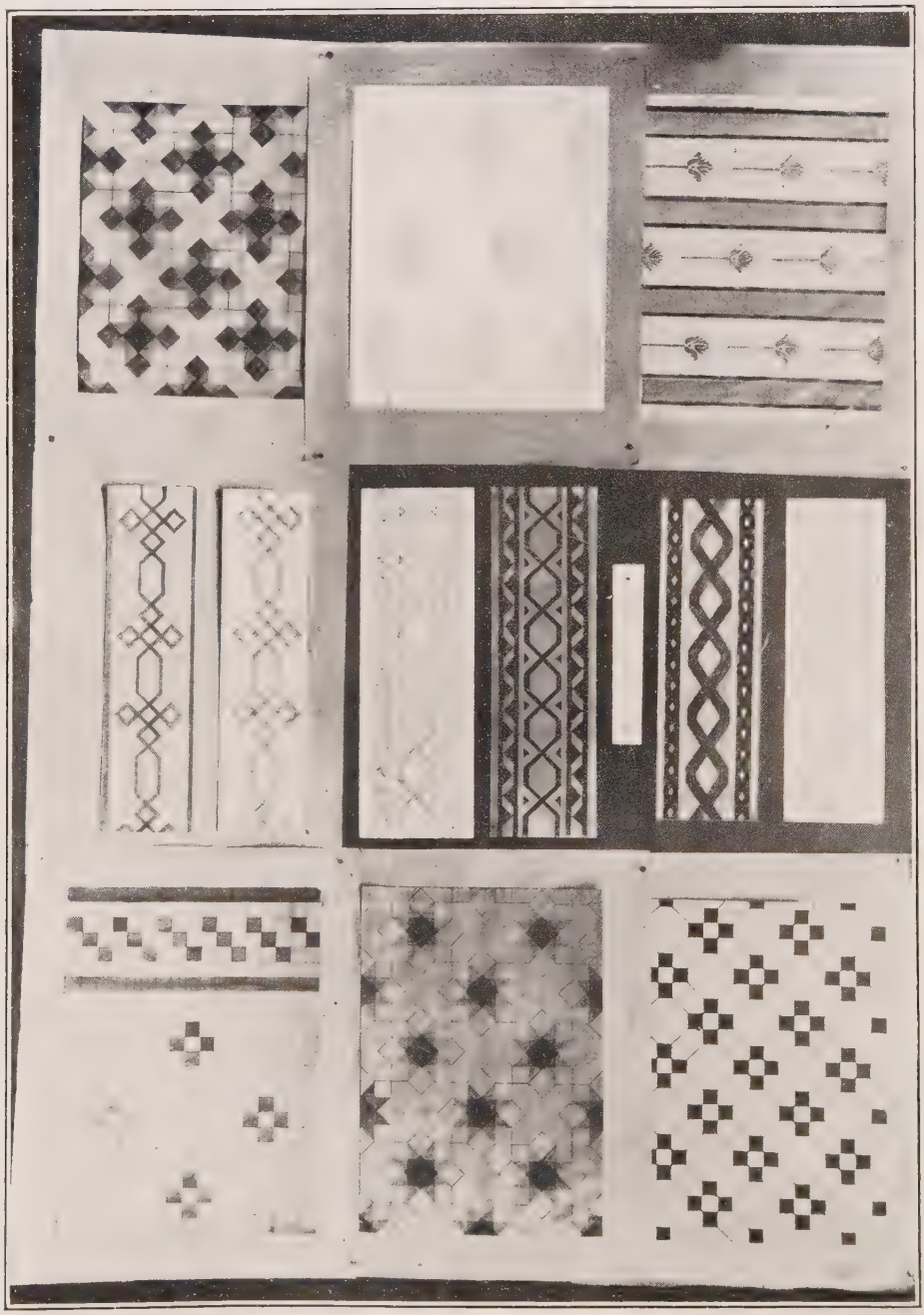


Representation and Design, Ottawa Normal and Model Schools. Teacher, Mr. Roy Fleming.

"I need not remind you that of boys who find employment in shops, not half have reached the fourth book standard, and not one in ten has attended high school. So that the boys, who might make effective use of manual or technical training, seldom get any of either.

Pupil's Collection of School Work—Allan Beddoes, Ottawa Model School.

"As it is obviously impracticable to give these boys the training they need before they are old enough or advanced enough to acquire it readily, I think an effort should be made to keep them in school for a longer period. And an easy way of doing this would be to place before them an interesting, practical and profitable course of studies.



Surface Patterns, Ottawa Normal School.

"I would suggest, therefore, that at the opening of school next September, a special class should be formed of boys of entrance standard, even including some who failed in some unimportant subject to attain that standard, that these boys be offered a chance to attend the manual training classes two hours every day and have provided for them in the Collegiate Institute three additional hours' work in English, mathematics and science, all of a very practical sort.

"I think the Collegiate Institute board would provide this instruction free of charge, at least during the first year. The course should continue for two years, when the average age of the pupils would be sixteen years, and they could enter industrial employment equipped with a material advantage over lads not so prepared.

"This extension of work would soon necessitate the employment of an assistant teacher, and the extension of premises already cramped. But the work could be begun tentatively, at least, during the present year, and its value and popularity tested without this cost.

"It would be necessary only to transfer the public school classes from the mornings to the afternoons, and to extend the school hours so that work would commence at 8 o'clock in the morning instead of nine.

"This special class should have a time-table similar to that of many American high schools, where pupils work from eight to one, with a short intermission, and are then free for the afternoon.

"This concession of the afternoon, which enthusiastic boys might spend in extra work in manual training, while it would not shorten the day would compensate boys for their early start, and would enable some of them to pay their way through the High School.

"If this attempt at elementary industrial education were successful, as I am sure it would be, the school would have to be enlarged and more adequately equipped. We should require separate rooms for drawing, woodturning and machine shop work, in addition to those we have at present, and tools and equipment as well, but the whole cost would be as readily met, I am sure, as was the cost of the original building. I have reason to believe, too, that if the equipment were of high enough standard to meet the approval of the Education Department, so very generous a grant would be forthcoming, as would enable the project to be carried out at a trifling cost to the community.

"A school of the sort would meet all the needs of Brantford for years to come, so far as practical education might be concerned. It would keep the direction of manual training and technical education under a central, expert control, and would provide a continuous system of training to boys of all the city schools. For the Collegiate Institute, it would furnish a department that would enable it to do the work of a manual training school, without requiring the sacrifice of its present status, or any plan of reorganization. For special industrial preparation of apprentices and men engaged in trades, its equipment would be available for evening classes.

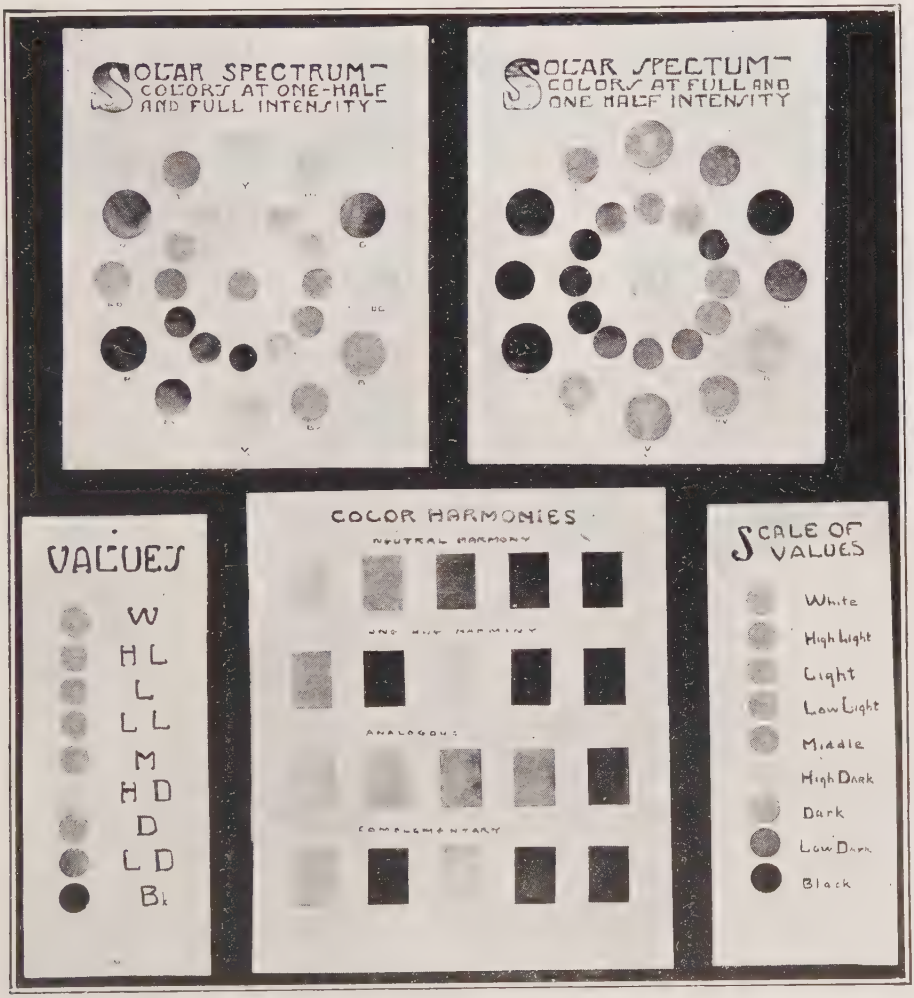
"With a thoroughly practical course of work, and thoroughly efficient teachers, and an interested board of trustees, the school would furnish an admirable solution of the most pressing of all educational problems here, as in every other progressive Canadian town."

As a result of this report, a deputation was sent to interview the Minister of Education, and I received instructions to visit Brantford and make enquiries into the local situation. As soon as I returned from the United States where I have been visiting schools, with the Hamilton deputation,

Nursery Tales, Ottawa Model School.

I proceeded to Brantford, and the following newspaper account, though not correct in all its details, gives a fairly accurate account of what transpired at the meeting then held:

"A new technical school building will not be built in Brantford this year, unless something very unforeseen transpires within the next few months. Inspector Leake, who addressed representatives of the various



Colour Harmony Charts, Ottawa Normal School.

educational boards of the city and the Board of Trade in the banquet room at Victoria Hall last night, made it plain that any grant the Ontario Government were likely to make towards a new technical school building would be strictly for technical education purposes. In the plan as Mr. Leake outlined it, he advised the building of a new technical school as an adjunct to a new Collegiate Institute. The cost of this latter project, however, will have to be met entirely by the citizens, for which during this year, at any rate, there is little prospect.

Illustrated Books, Ottawa Model School.

"There were only a few members of the boards present to hear the provincial inspector outline the scheme which he considered uniquely adaptable to Brantford. He scored local authorities in not having one board of education to deal with educational matters in the city, going so far as to say that an ordinary business conducted along the same lines as Brantford school matters were would not last 24 hours. Those who heard Mr. Leake were Messrs. C. H. Waterous, John Ryan, John Ham, E. Schmidlin, C. F. Errett, M. A. Colquhoun, A. W. Burt, J. P. Hoag, Dr. Palmer, E. L. Goold, A. K. Bunnell, Dr. Ballachey and W. S. Brewster.

"Technical education will be commenced on an advanced scale next fall, but there will be no new buildings or equipment for the present. Principals Burt and Errett and Inspector Hoag were appointed as a committee to arrange the organization of an advanced class next September. Although the Collegiate Institute is over-crowded at present, Principal Burt believed that a satisfactory arrangement could be made tentatively.

"Mr. C. H. Waterous, who acted as chairman, outlined the object of the meeting, which was called at the instance of the Technical School Board. The idea was to elicit from a larger meeting the support necessary to have the present school enlarged. The technical school was doing good work, in Brantford, but was not doing the work of which it was capable of doing under better conditions.

"Mr. Waterous called upon Inspector Leake.

Inspector Leake.

"Mr. Leake at the outset, discussed the situation as it appeared to him in Brantford. It was a position absolutely unique, and there were two ways of being unique, either in point of excellence or in another way which he would not discuss. At any rate he continued to make it plain what he did find unique in Brantford educational affairs, and that was the fact that three different school boards were all managing what was really one business. Any other business conducted similarly, said Mr. Leake, would not last 24 hours. Under such conditions friction and differences were bound to arise. There was no town in Ontario, or any other in the world, of which he knew, where there were three school boards, constituted the same as in Brantford. Continuing, he dealt with the anomalous position of the Technical board, and pointed out that the best remedy was in the appointment of a board of education with special committees to manage separate departments. This plan had been followed most successfully in Toronto and Woodstock. This plan, stated the speaker, might meet with opposition, but any scheme for an extension of technical education which they might consider would become much more feasible in its adoption. Failing this, however, their efforts should not stop.

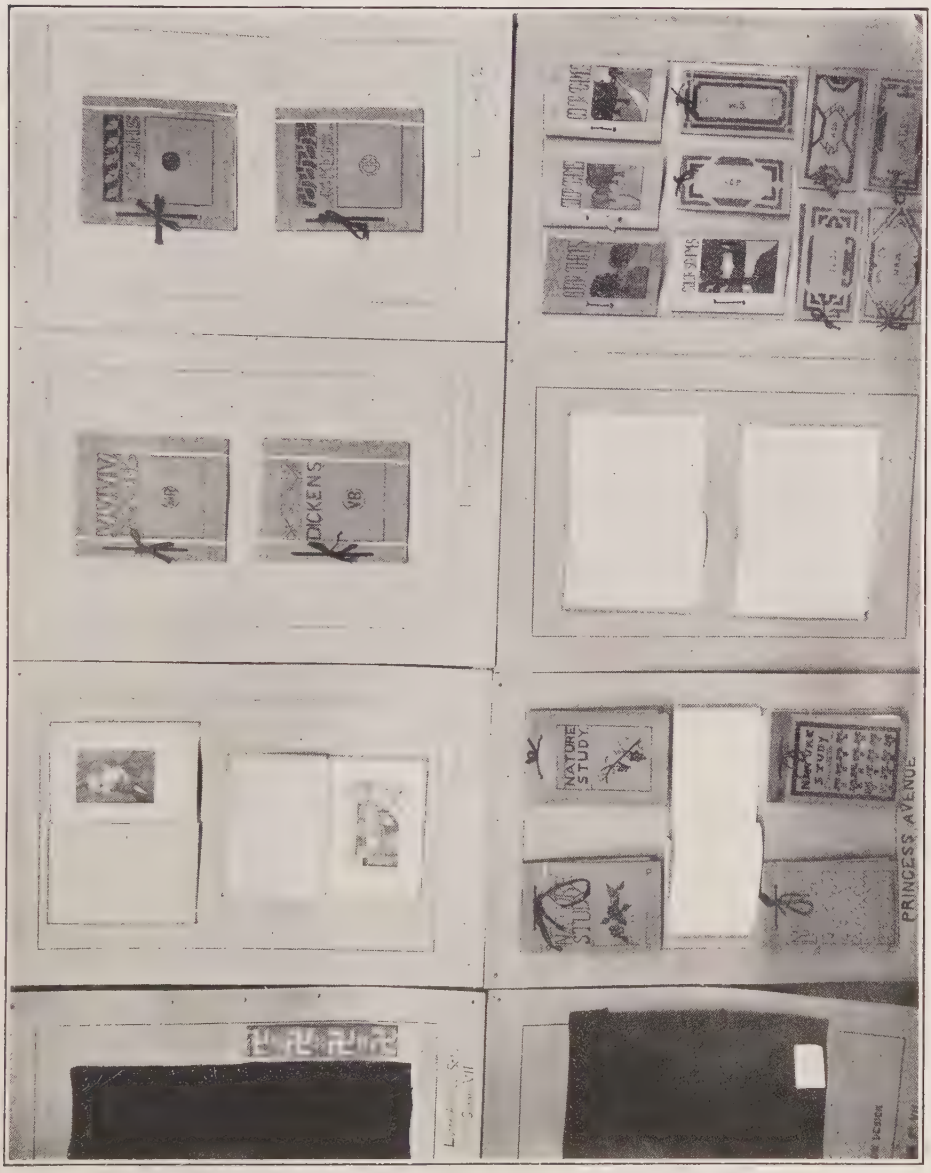
"Continuing, Mr. Leake outlined the government's plan to extend technical education to urban schools. Normal school teachers were to finish their course with three months at Guelph, devoted to industrial work. These teachers would go out to schools where extra grants would be made for the specific purpose of teaching the use of simple tools and a knowledge of mechanical drawing.

The Problem.

"There still remained the problem of what to do with the boys between 14 and 16 years. Those two years were said to be the wasted years of a boy's life, during which he learned absolutely nothing. It was proposed to

Art Exhibition, Public Schools, London, Ontario. Director, Miss A. Powell.

give him something to do to increase his efficiency as an effective worker. It would benefit the boy, his trade and the community as well. In this connection, Mr. Leake stated he would like to see the period of compulsory education increased from the 14 years limit to 16 years.



Art Exhibition, Public Schools, London, Ontario.

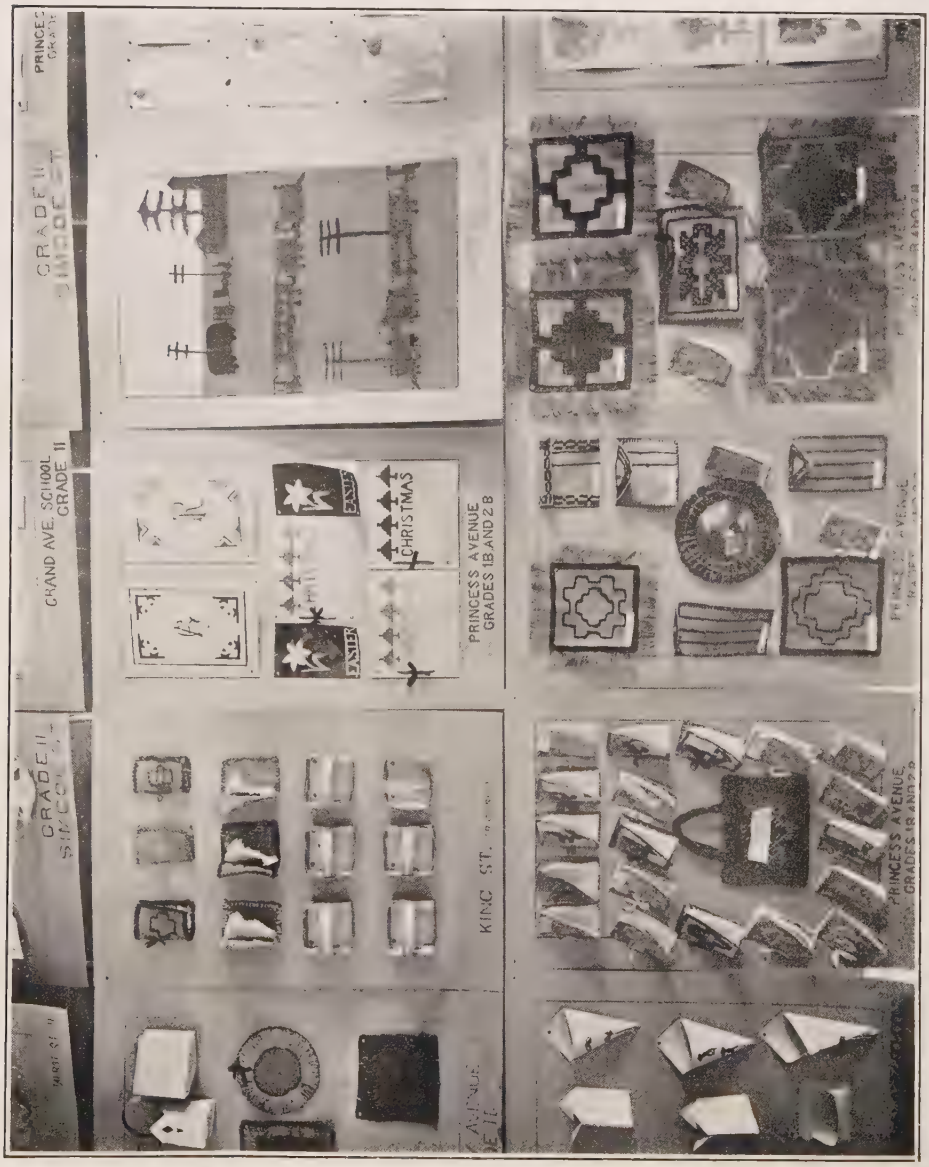
Details of Scheme.

"The plan which would be adaptable for Brantford was then outlined. It would be to have a new technical building attached to the Collegiate by corridor or otherwise, the whole to be heated by one central plant and to be organized under one central head.

"The expense of a distinctly separate building would be too great, in a city like Brantford, for the return secured.

THE COURSE.

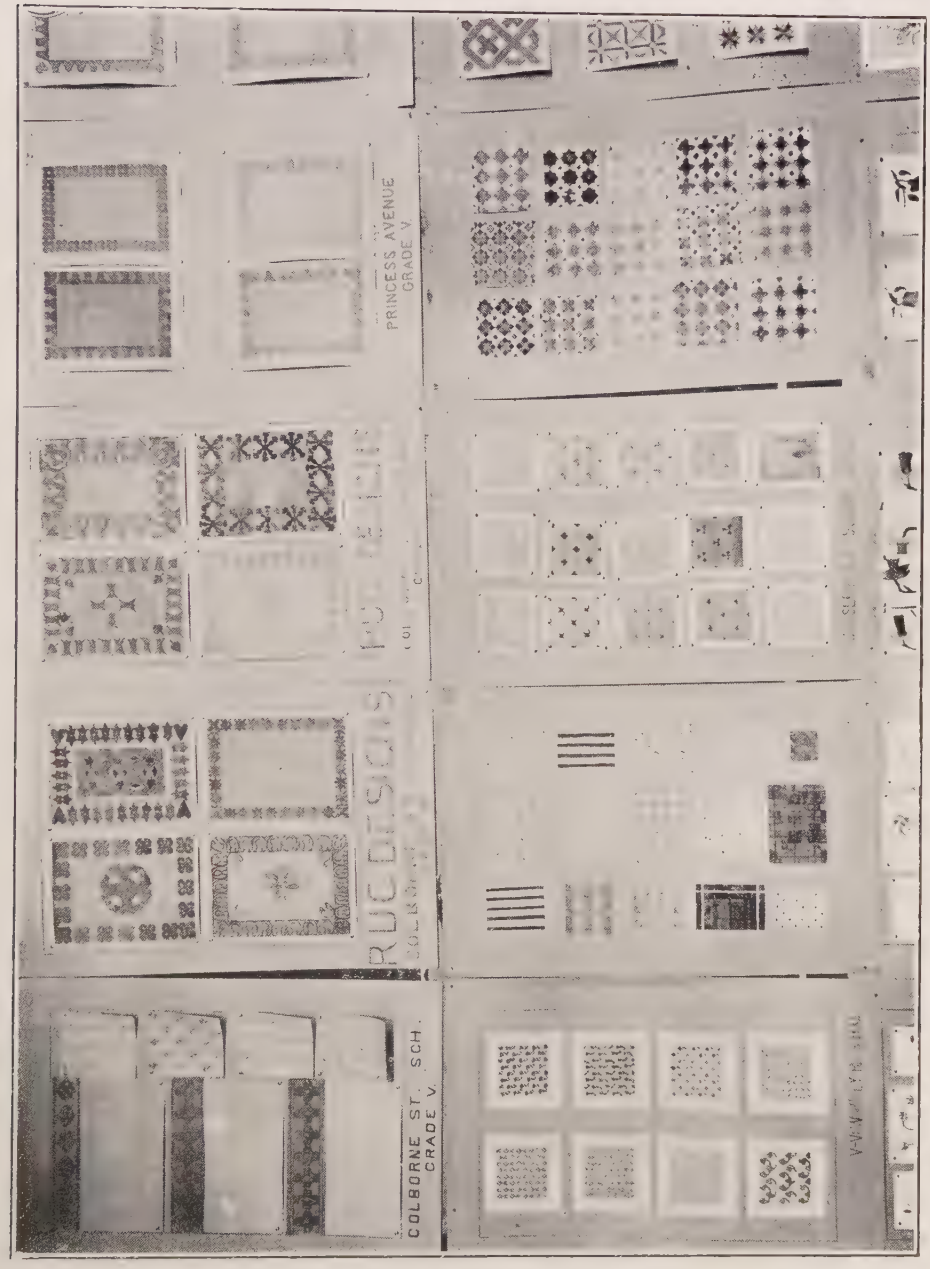
"The course should be a three years' one, consisting of such subjects as machine work, wood work, plumbing, printing and electrical wiring. In



Art Exhibition, Public Schools, London, Ontario.

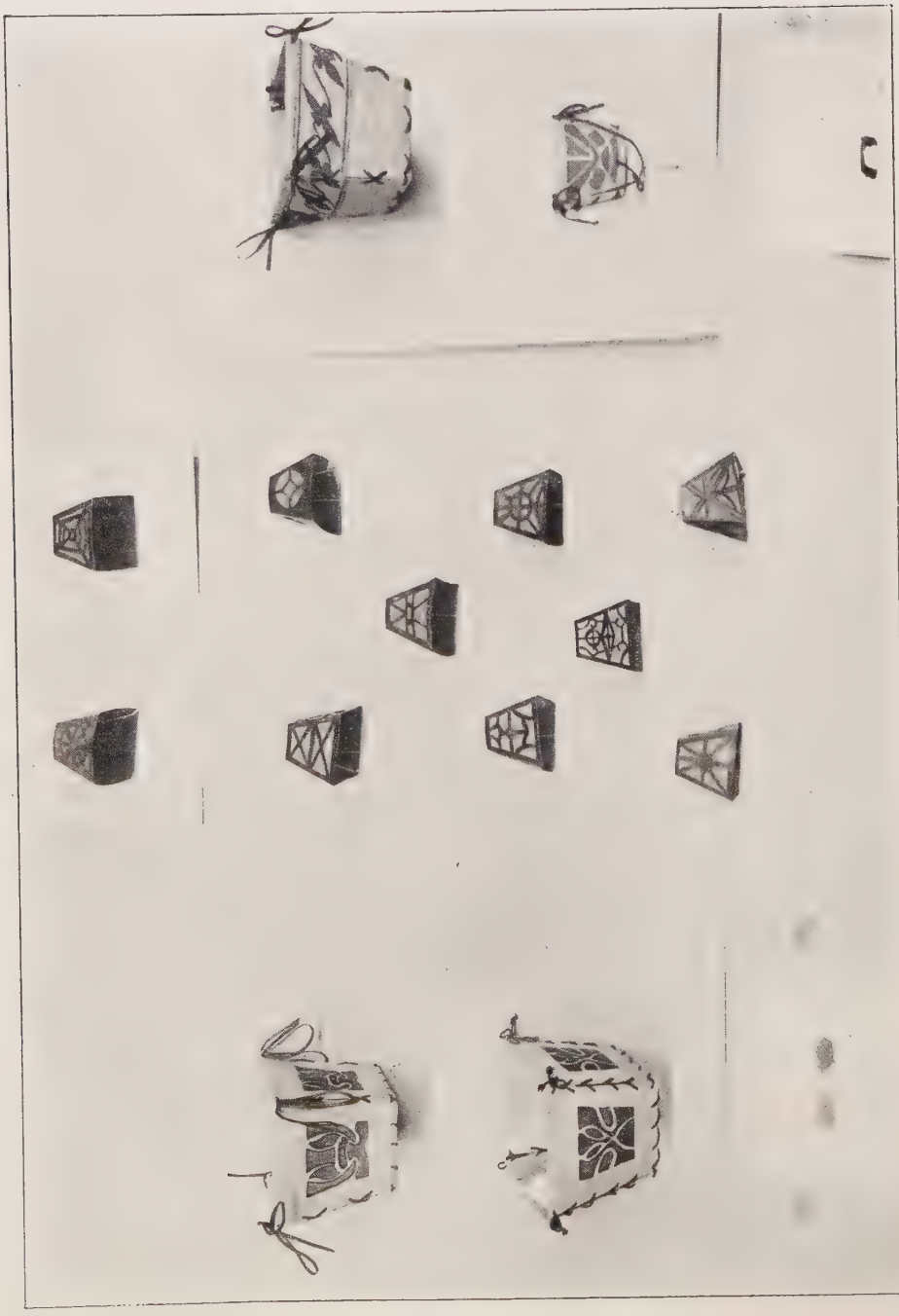
the first year the boy could be assigned three hours of shop work of a general nature, and three hours' academic work. He would not specify his subject at the start because boys seldom find out for what they are adapted at that age. The average boy knows neither his capacity, nor his liking. At the end of the first year, an intelligent choice could be made, as to the particular trade he is adapted to follow.

"In the second year he could still continue three hours of academic work and three hours of shop, but the shop work would be along the same line as he intended to follow and the academic work could be closely related to that trade. In the third year, conditions were to be made as closely as pos-



Art Exhibition, Public Schools, London, Ontario.

sible to actual shop work and the boy would work eight hours. To perfect the organization of the classes, a committee of managers to consult and advise with the board on management affairs were to be appointed. Evening classes also should be a distinct feature.



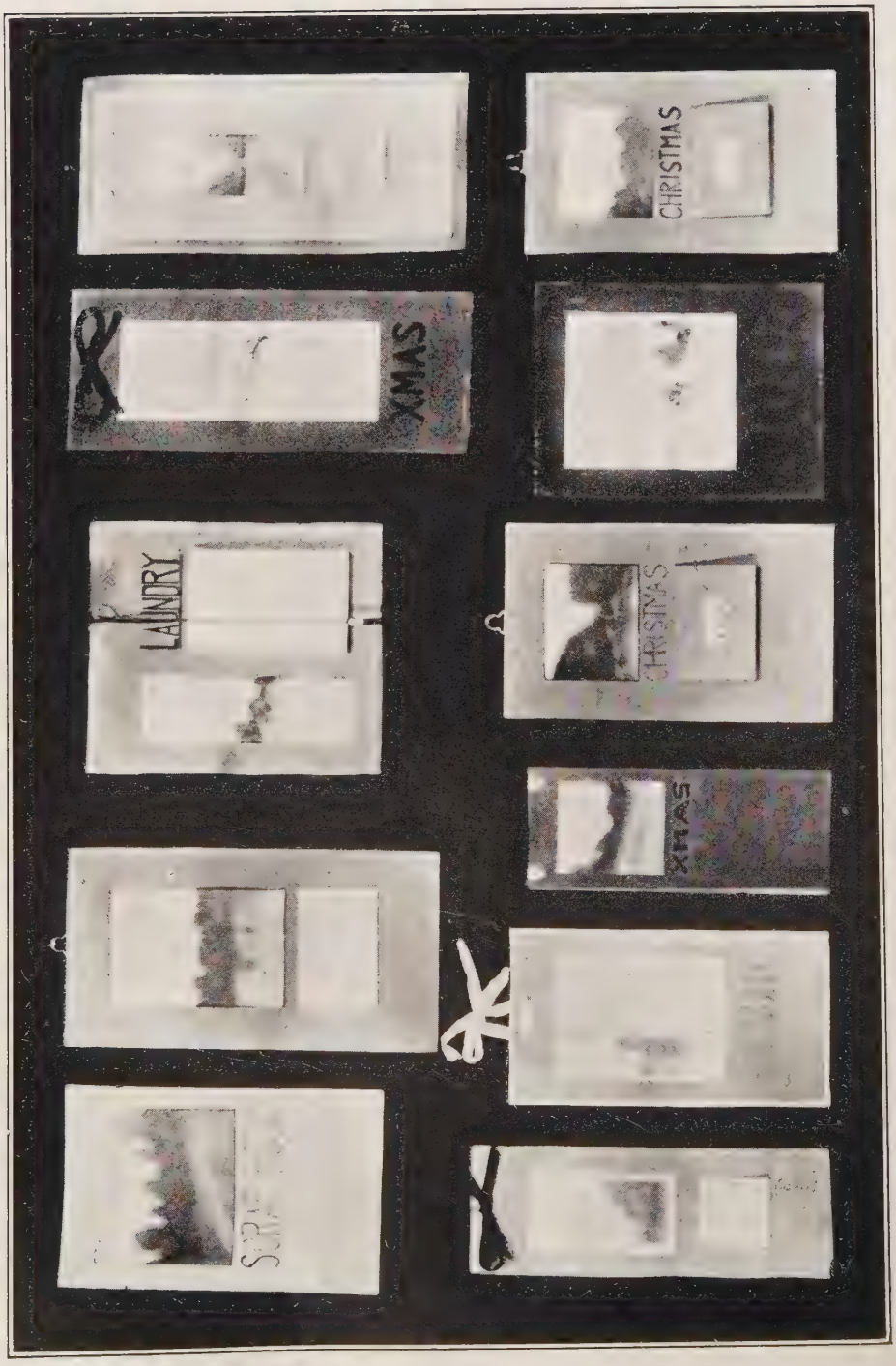
Art Exhibition, Public Schools, London, Ontario.

Better Teachers.

"To do the work efficiently, a new type of teacher, Mr. Leake thought, was needed. More practical men, who knew how to work as well as teach,

Art Exhibition, Public Schools, London, Ontario. Director, Miss A. Powell.

were wanted. In concluding he referred to the Massachusetts type of school, where a boy who finished his course had a good cash value on his services at the particular trade he was to follow.



Art Work, Toronto Normal School. Teacher, Miss A. Powell.

Assistance.

"It was the aim of the government to help along this city in everything possible so far as technical education was concerned. Brantford was one of a half dozen places in the province that had a distinct claim for aid owing

Art Work, Toronto Normal School. Teacher, Miss A. Powell.

to its industrial importance. Mr. Leake said he wanted something definite to go back to Toronto with, and if he could say that the Brantford boards were absolutely decided on some definite plan he had not the slightest doubt that something in the nature of substantial aid would be forthcoming in the very near future.

Art Work, Toronto Normal School. Teacher, Miss A. Powell.

General Feeling.

"An informal discussion then took place, in which Principals Burt, Errett, Inspector Hoag, Dr. Ballachey, Dr. Palmer, Mr. W. S. Brewster and Mr. Ham took part. It was the general feeling of the meeting that

Work of Household Science Class. Teacher, Miss E. MacVannell.

a new technical school along with the Collegiate would prove by far the best plan, as outlined. The working out of the scheme would be merely a matter of organization. The difficulty was that two new schools were

needed, and a new technical school could not very well be built by the government until the citizens provided the money for a new Collegiate Institute."

As a result of these combined efforts the Technical School Board has allowed itself to lapse, having secured representation on the Collegiate Institute Board, a new centre was opened exclusively for public school purposes under a separate teacher, and a special industrial class was organized consisting of about twenty boys. This plan gives the Public School Board

Needlework, Guelph Public Schools. Teacher, Miss E. MacVannell.

sole control over its own manual training and releases the time of Mr. Errett to be devoted very largely to the needs of the special industrial class. This experiment will be watched with much interest, and, if successful, will help considerably towards the solution of this problem.

Technical Education in Hamilton.

The steps taken by the City of Hamilton, form, as has been said, an interesting object lesson.

As a result of several meetings of the Special Committee formed by resolution of the Board, a deputation discussed the matter with the Minister of Education. As a result I received instructions to visit Hamilton, spend as much time there as was necessary, and give the Board all possible help.

Needlework, Galt Collegiate Institute and Public Schools. Teacher, Miss F. Twiss.

In accordance with these instructions I visited the city, looked thoroughly over the ground and met the energetic and enthusiastic committee which had the matter in hand. That meeting was reported as follows:—

Household Science Room, Galt Collegiate Institute. Teacher, Miss F. Twiss.

"Inspector Leake, at the meeting of the special committee of the Board of Education last night, submitted his report on the subject of the local technical school. Mr. Leake was not in favour of having a site in the east end. He thought it was highly necessary that the schools should be centrally situated, so that the young men and young women who desired to take advantage of the night classes could get to the school without loss of time. He also suggested that it should be erected in proximity to the present Collegiate. It should be an independent building, but connected by a covered passage-way to the Collegiate. The head of the Collegiate could be made responsible for the technical school, as well. Mr. Leake advised that teachers be engaged, who have had practical experience in the various branches they were called on to teach. The branches he suggested were:

Household Science Class, Owen Sound Collegiate Institute. Teacher, Miss F. P. Prichard.

Wood working, mechanical drawing, metal working, electrical engineering, printing, bookbinding, cookery, dressmaking and millinery. If the school is built, he recommends that a board of managers be appointed to be chosen from the labour organizations, manufacturers and board of trade. This board would have access to the school at all times, and its recommendations would be made to the proper committee of the board of education. Mr. Leake thought, before anything was done, that the members of the board should visit the technical schools in Springfield, Boston, Brooklyn and New York. He would accompany the board at the expense of the government. The committee seemed to think, if the school was built, that A. W. Peene should be the architect, and if the committee goes on a tour of inspection he will be invited to go along at his own expense."

In April I had the pleasure of accompanying the deputation to the United States. The members of the committee knew what they wanted and worked hard to get it. I have worked on many deputations and committees, and never remember one, every member of which worked so assiduously, enquired into particulars and plans so minutely, and had such clear ideas of the requirements as this particular deputation.

While in Boston I had a long and interesting interview with Mr. C. H. Morse, Secretary of the Massachusetts Industrial Commission. From this interview I gathered much information, and many particulars as to the methods adopted in advocating technical education, and the establishment of industrial schools. This commission publishes valuable reports and bulletins, copies of which I obtained.

Needlework Class, Rittenhouse Public School.

After our return several further meetings were held and a report was drawn up. This was unanimously adopted by the committee and afterwards by the whole board to which it was presented. After describing the salient features of the twelve schools visited, the report presents the conclusions arrived at by the committee:

1. The whole educational course in our Public Schools should be given a decidedly industrial trend.

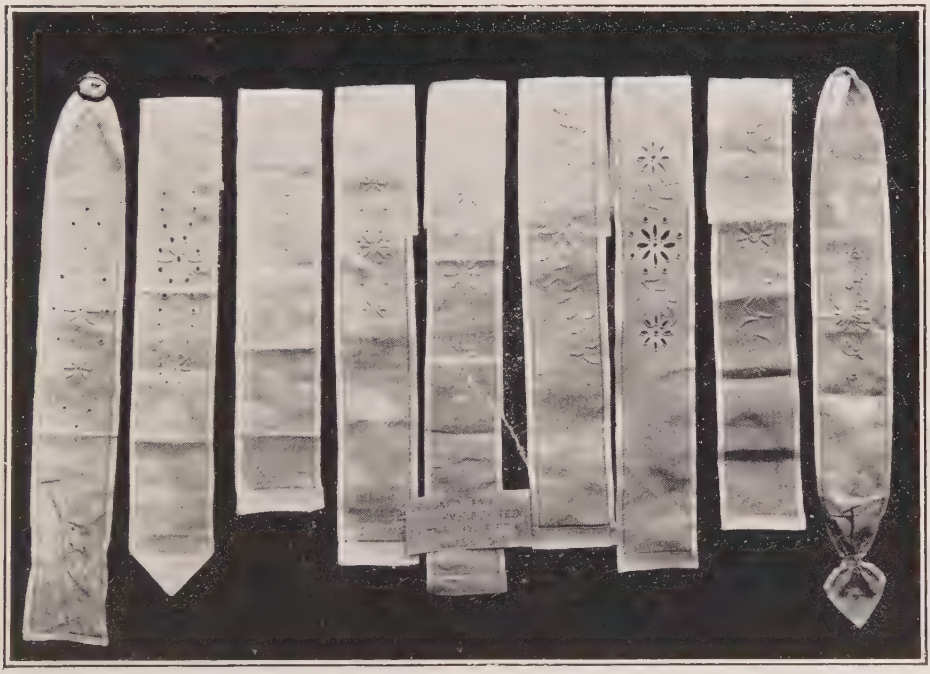
2. Elementary scale and mechanical drawing, together with a knowledge of tools and simple industrial processes, would be of decided benefit to every boy and girl who is compelled by force of circumstances to leave school at 14 years of age.

3. A large number of boys leave school at 14 years of age, largely because the education offered at that age does not lead directly to any productive industry.

4. That we should provide for the boy of fourteen such a course of practical instruction as will directly lead to some productive industry.

5. The difficulty with the boy at fourteen is that he has no definite idea of the occupation he wishes to follow or any idea of his own capacity. We recommend that a three year course be established as follows: —

(*a*) In the first year six hours' work per day, three of which shall be spent in practical shop work relating to the various trades taught, and three in mechanical drawing and academic work closely related to the shop practice. After a year of work of this character the boy, in consultation with



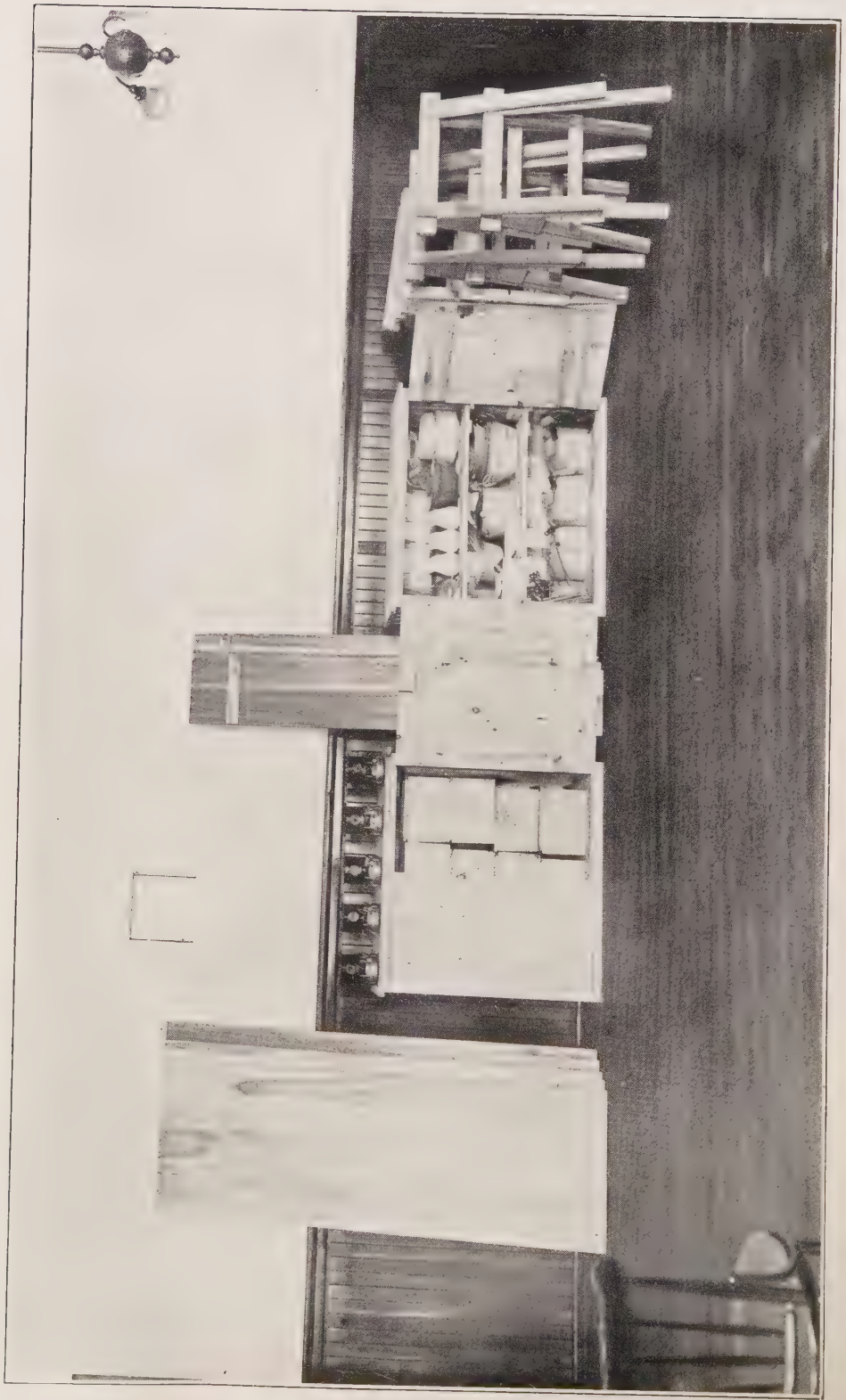
Needlework, Rittenhouse Public School.

his parents and teacher, should be in a position to decide the occupation or industry for which he is fitted, and which he wishes to follow and should be asked to make the choice.

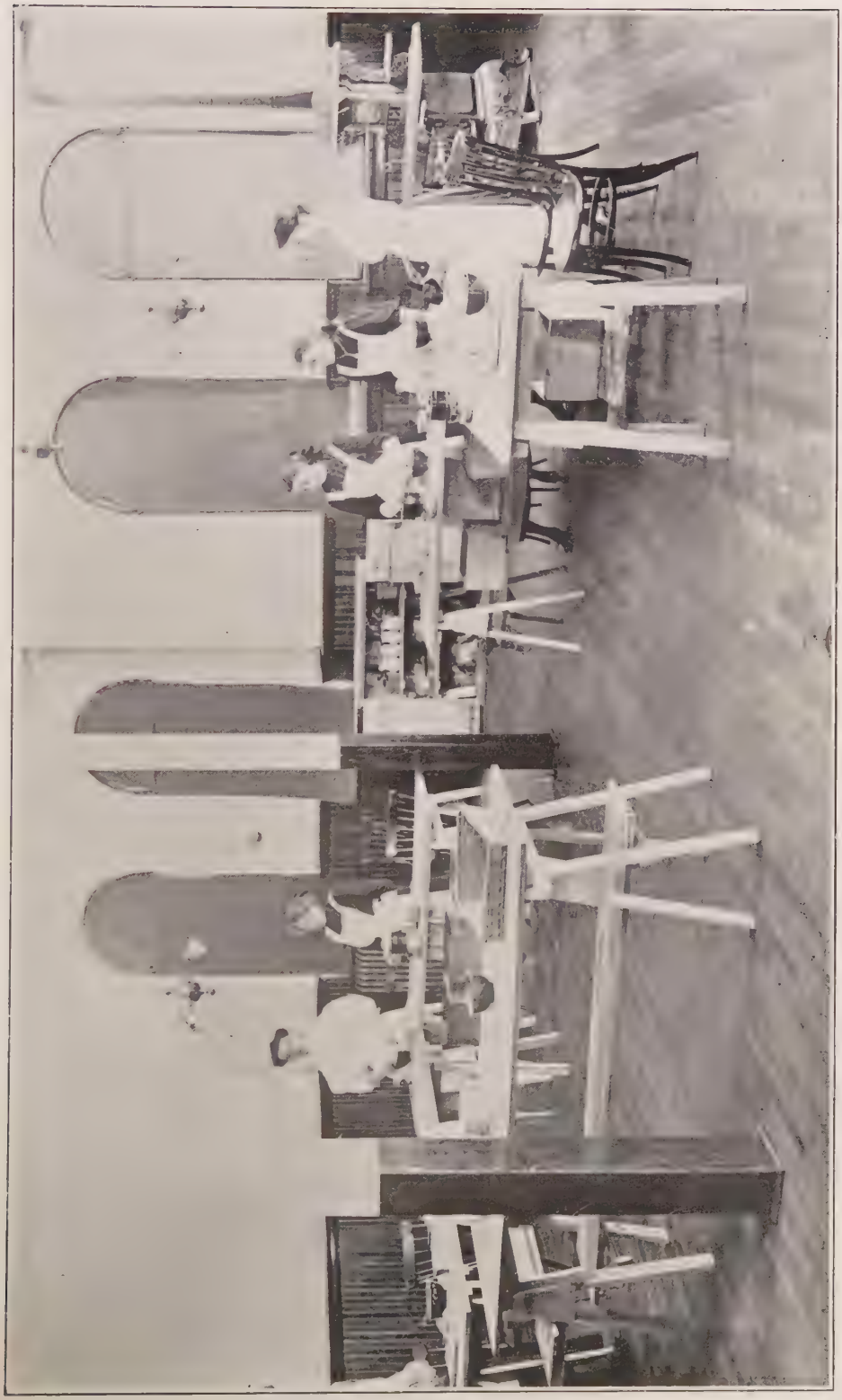
This would be purely an experimental year during which the boy would be able to arrive at an intelligent choice.

(*b*) In the second year the same division of time, but the shop work should be that of the trade chosen.

(*c*) The first half of the third year should contain four hours' shop work and two hours' academic work a day, while the latter half should be brought down to actual shop conditions and contain eight hours' work a day, with only the usual shop holidays.



Household Science Equipment for Rural Schools.



Rural School Equipment in use.

6. Evening classes should be provided for those actually engaged in the trades as apprentices or journeymen.

7. The trades taught might be wood working, metal working, plumbing, applied electricity, painting (house, sign, etc.) and printing. In fitting up the shops and outlining the courses, the aid and advice of the various manufacturers and labour organizations should be sought. Indeed, an advisory committee might well be formed of these interests to assist the board in the right management of such an institution as we propose.

8. The day classes should be entirely free and the entrance examination test should not be required. In the evening classes a fee should be charged, but returned to all students making a certain percentage of the attendance.

9. To carry out this plan we recommend that a building be erected on the Collegiate Institute grounds in accordance with sketches submitted by the architect. The cost of such a building as is required is estimated to be $75,000.

The Council was approached, the money granted, plans called for, several meetings held for their discussion, the building begun by the end of July and by December the roof was on and the further work is now proceeding rapidly. Another meeting was then held at which the final location of the different shops was settled. This meeting was reported as follows:

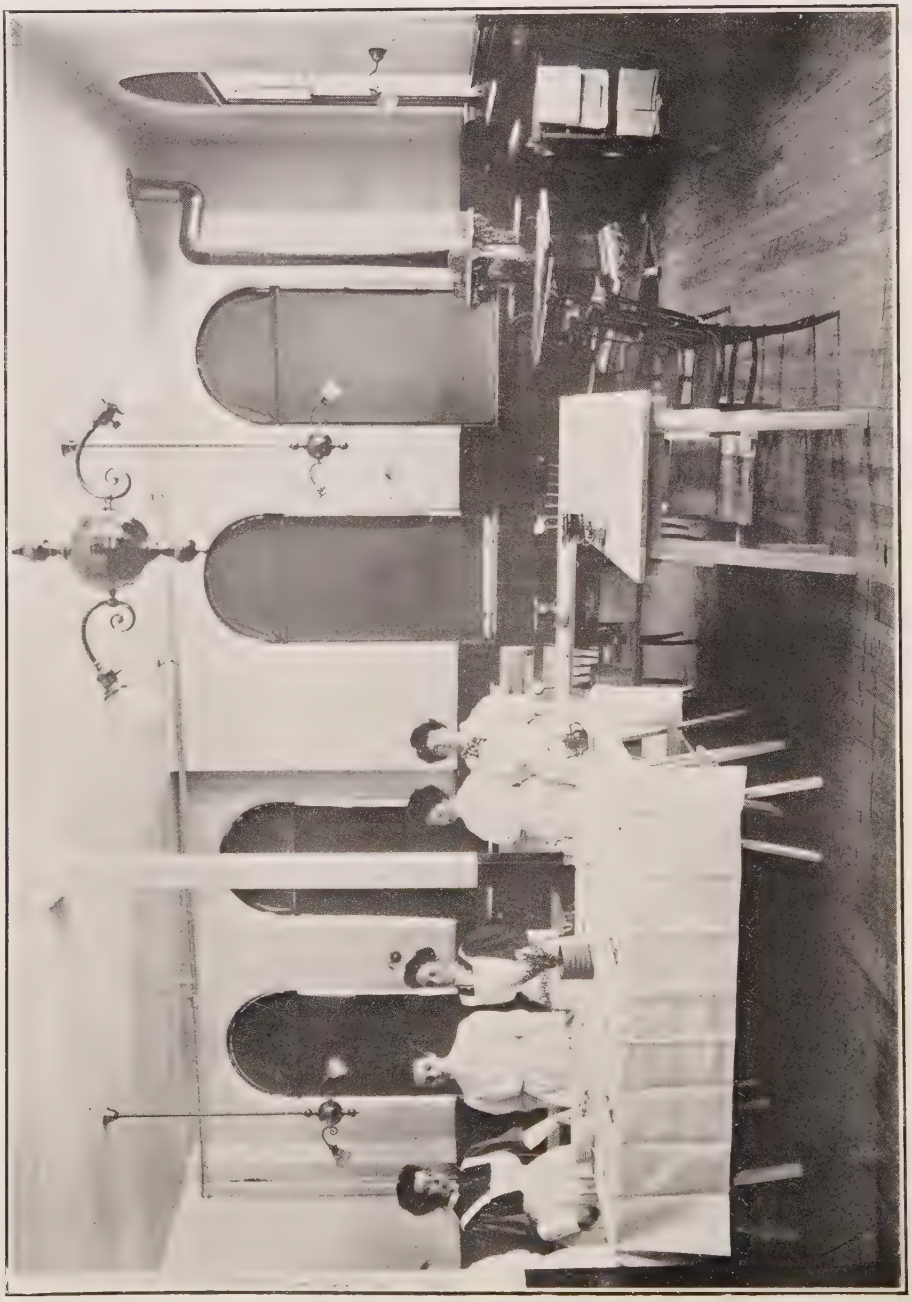
"The special committee of the board of education that has in hand the arranging of the equipment of the technical school met last night and had a conference with Inspector Leake, who is representing the Ontario government. Mr. Leake has given the committee invaluable assistance and the trustees are loud in the appreciation of the help they have received from him. It was decided to lay out the rooms as follows: The east side of the basement will be fitted up as a forge shop and cold metal workshop. The west side of the basement as a steamfitting, plumbing and electrical workshop. The ground flour on the east side will be fitted up as a machine room; on the west side for wood working, turning and patternmaking. The southwest room will be the printing shop and the southeast room will be fitted up as an office. The second floor, on the west side, will be devoted to a drafting and drawing room; the southwest side to painting, including house and sign painting and fresco work, and the east side for needle work, laundry, cooking and dressmaking. There will be accommodation for 400 scholars and an effort will be made to have the building completed by Easter."

Next came the equipment, and in securing information regarding this, more than seventy Canadian firms (fifty of which were in Hamilton), over eighty manufacturing firms in the United States and more than fifty technical schools and industrial schools were approached. From all, valuable help was received. An illustrated report was prepared, showing every tool and machine suggested, by a committee consisting of Dr. R. A. Thompson, Principal of the Collegiate Institute, the architect, and myself. Acting on this report the committee passed an up-to-date equipment which is now being proceeded with. The Director of this school will be appointed in answer to advertisement and will commence his duties at Easter.

Situation in Ontario.

In considering the needs of this Province the industrial occupations of the people will, of course, have to be taken into account. The following particulars are taken from the last census returns and from the Canadian

Equipment being used in ordinary Class Room.



Equipment being used to teach Table Setting and Serving.

Trade Index issued by the Manufacturers' Association. This information is necessary in order to form a correct idea of the relative importance of the various industries in each town or city.

Cities and Towns.	Population.	Industries.
Toronto	208,040	Various. Estimated value of manufactured products. $70,000,000.
Ottawa	59,928	Electrical apparatus, engraving, metal work, paper, wood-working, tents, cereals, machinery.
Hamilton	52,634	Wood, metal, paper, textiles, machinery, electrical apparatus, shoes, corundum, paints, etc., machine tools, brushes, tinware, etc.
London	37,981	Wood, metals, chemicals, engines, electrical apparatus, textiles, glass, organs.
Kingston	17,961	Locomotives, food stuffs, leather, hosiery.
Brantford	16,619	Wood, metal, machinery, cordage, starch, cement, screws, stoves, plows, refrigerators, lathes, chucks, castings, varnishes.
Windsor	12,153	Salt, tobacco, paints, steam fittings, furniture, babbit metal, disinfectants.
Guelph	11,496	Carriages, pianos and organs, textiles, metals, sewing machines, doors, sashes, etc.
St. Thomas	11,485	Flour, wood working machinery, railway centre, handles, brooms and wooden sundries.
Peterborough	11,239	Leather, textiles, wood, agricultural implements, machinery, canoes, builders' hardware, shovels, cereals, electrical supplies.
Stratford	9,959	Carriages, furniture, textiles, machinery, metal, structural iron work, machine shops.
St. Catharines	9,946	Carriages and sleighs, paper, hardware, macaroni, engines, mill machinery, tools, wood.
Berlin	9,747	Wood, metal, machinery, leather, rubber, pianos, buttons, shirts, collars and cuffs.
Belleville	9,117	Metal, canning, paper, hoisting machinery.
Chatham	9,068	Flour and cereals, wood working, pulp, textiles, metal, wood.
Brockville	8,940	Wood, biscuits, metal, gloves and mitts, furs and felt.
Woodstock	8,833	Wood, machinery, metal, soaps, cereals.
Owen Sound	8,776	Metal, wood, cement, biscuits, belting.
Sarnia	8,176	Salt, wood, metal, machinery.
Galt	7,866	Machinery, metal, wood, textiles, edge tools.
Sault Ste. Marie	7,169	Steel and iron, veneers, pulp and paper.
Cornwall	6,704	Wood, paper.
Toronto Junction	6,091	Foundry work, braids.
Barrie	5,949	Carriages, leather.
Collingwood	5,755	Bacon, hams, etc., biscuits, wood.
Smiths' Falls	5,155	Agricultural machinery, metal, mill machinery.

The people employed, the value of the completed products, the wages paid for the whole Dominion in the four great industrial branches are as follows:

	People employed.	Wages paid.	Value of Products.
Food Products	47,951	$10,818,991	$125,202,620
Textiles	69,139	19,261,641	67,724,839
Metal Working	37,661	16,748,249	54,439,663
Wood Working	82,492	23,472,458	80,341,204
Leather Industry	20,770	7,430,598	34,720,513

Laundry, Macdonald Institute, Guelph.

From the above table it will be seen that in the number of people employed, woodworking ranks first, textiles second, food products third, metal working fourth, and the leather industries fifth. In wages paid the

"Canning" and "Preserving," Toronto Model School. Teacher, Miss N. Ewing.

metal working industries and food products change places while in the value of the products the order is: foods, woodworking, textiles, metal working, and leather industries. In our scheme of Technical Education these considerations should have due weight given to them.

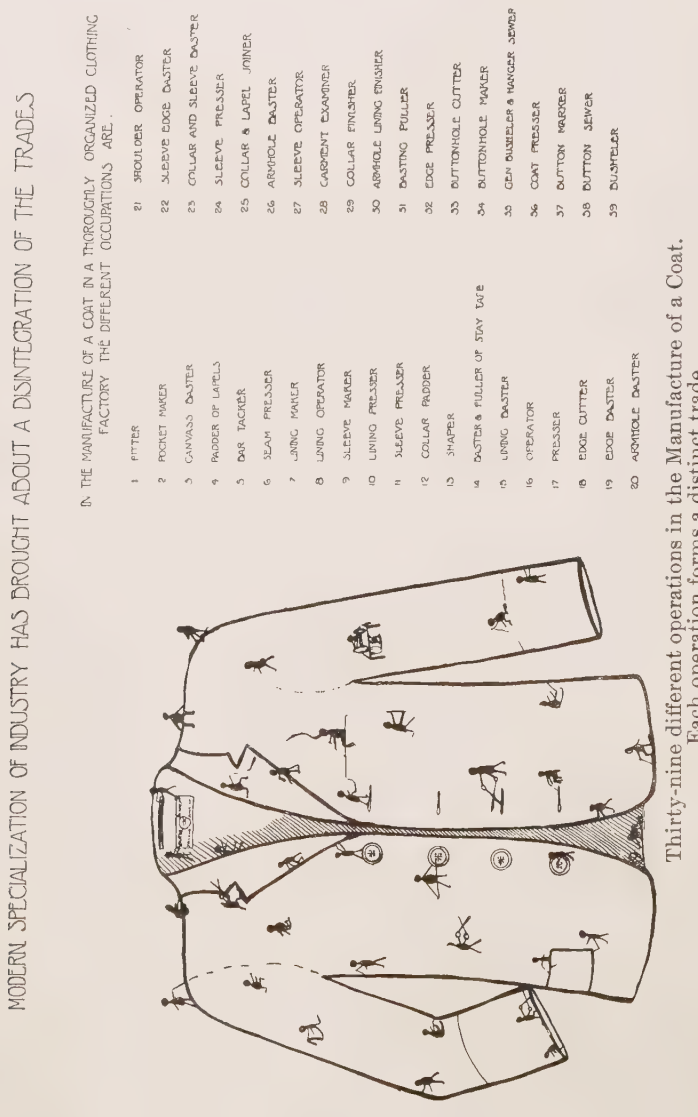
Furniture of Punishment and the Results from its use.

Developments needed in the Province are as follows:

1. Modification of the course in the last two years of the public school in which boys and girls might have the option of taking a two years' course in vocational training suited especially to the particular locality.

2. The establishment of vocational schools that would take the boy, industrially inclined, at fourteen years of age and give him a two or three years' trade course. For admission to these schools the entrance examination should not be required.

3. Manual Training in wood and metal and Household Science including needlework, laundry and general house management in every High School. Without losing any of their cultural value these subjects could



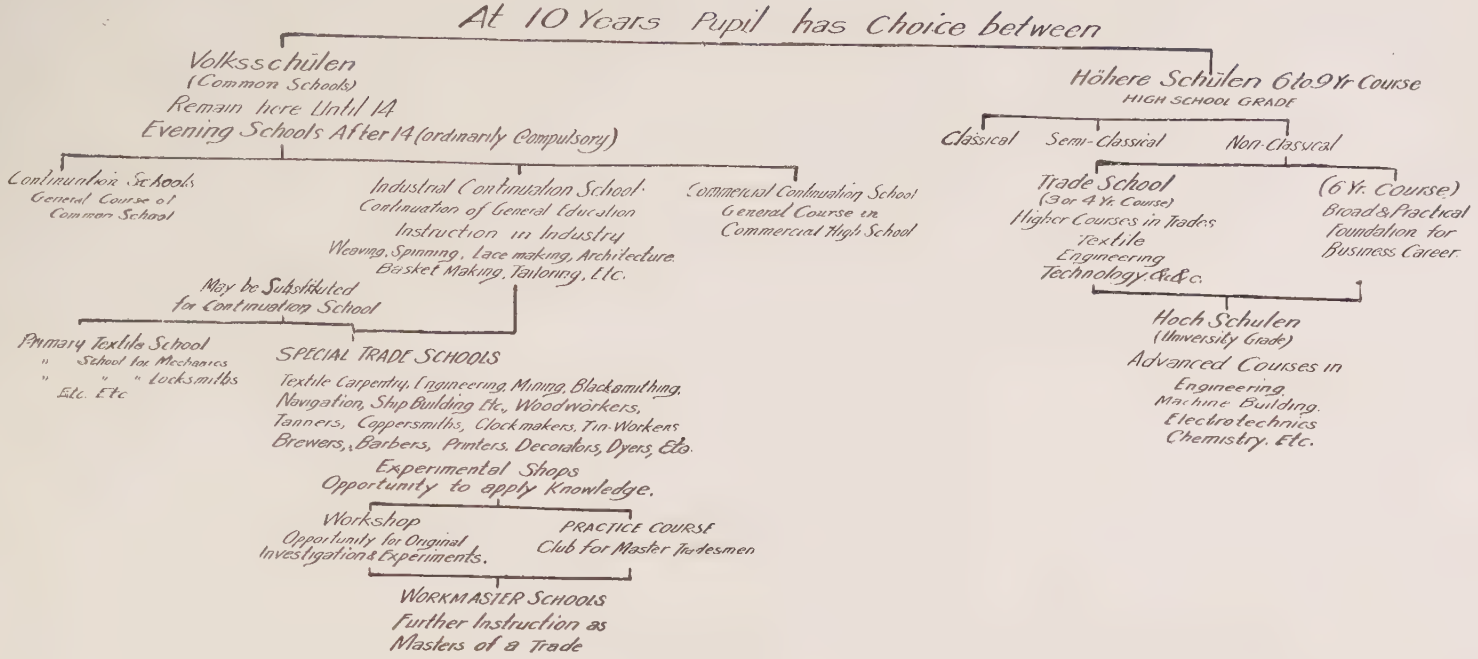
Thirty-nine different operations in the Manufacture of a Coat.
Each operation forms a distinct trade.

and should have a decidedly more industrial trend than they have at present. The equipments should be used for both day and evening classes.

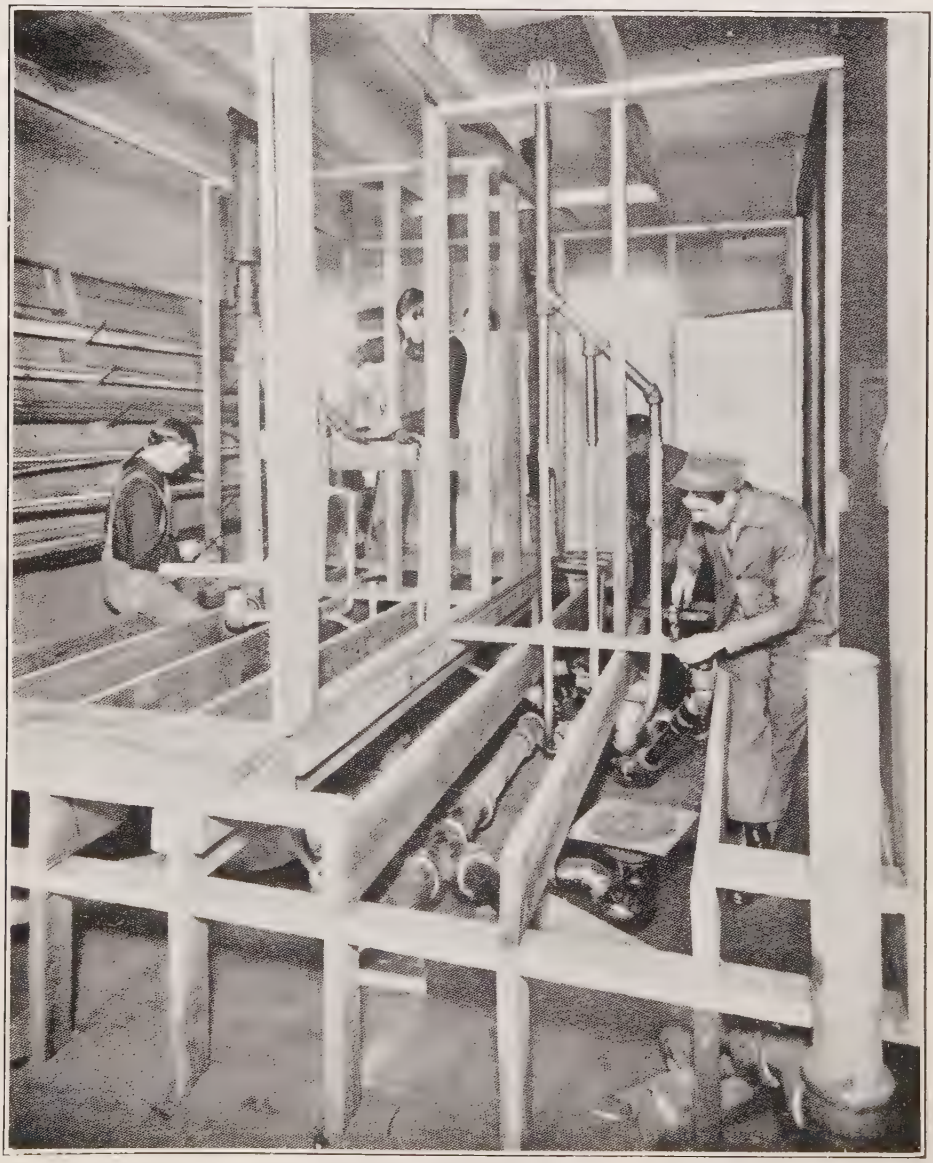
4. A development of the courses in mechanical, machine, and architectural drawing and industrial design in every High School and the inclusion of more elementary industrial drawing in the Public Schools. This is the basis of any technical or industrial training.

OUTLINE OF

THE GERMAN SYSTEM of INDUSTRIAL EDUCATION.



5. The establishment in every High School of a two or three years' technical course. This should consist of the usual English subjects, one foreign language, workshop mathematics, industrial chemistry, mechanics, architectural and machine drawing, industrial design, and practical bench and lathe work in wood and metal, and for the girls, dressmaking, millinery and



Teaching Plumbing, St. Louis Trade School.

design relating to fabrics, etc. It is scarcely possible to draft a course in any one of these subjects that would be suitable to all localities. The courses should not be outlined by teachers only, as they are not acquainted with the industrial requirements of any particular trade, but it could best

be done in consultation with the heads of different firms in the locality. In one town the chemistry might refer to paints and varnishes, in another to soaps and in another to colours for dyeing. Students taking such a course should be allowed to spend about one half their time in the shops and lab-

Teaching Plumbing, St. Louis Trade School.

oratories. There is not a close enough connection between the school and the shop, and means should be taken to secure the co-operation of those practically engaged in the industries.

6. A system of Evening Classes in mechanical drawing and design, industrial chemistry, workshop mathematics, textiles, electrical working,

and bench and lathe work in wood and iron. The average teacher unless he has special knowledge of trade requirements has neither the skill nor ability to give such instruction as will have direct reference to trade and industry and for this reason the foremen and most expert workmen should be induced to take part in this work of practical teaching. A strong committee representative of every industry should be formed in each locality to organize the work, and if the interests of the various manufacturers were considered it is perhaps safe to assume that they would do their part in equipping these schools with machines typical of various processes and industries as is the case in many of the English and United States Technical Schools.

7. Industrial museums in various localities showing the development of typical industries, processes of manufacture, raw materials used, etc. would be calculated to do much to stimulate the manufactures of the district in which they were situated. Not museums dealing with a dead past and containing things to be kept in cases and looked at, but consisting of material relating to present day life and which could be handled and examined.

In concluding this report I beg to thank you, Sir, the Deputy Minister, the Superintendent of Education and all the officials of the Department for the interest displayed in my work and the help received in attemping to do something towards solving the important problem of industrial education.

I am

Yours obediently

Albert H. Leake.
Inspector of Technical Education.

14th January, 1909.